CAASPP Post-Test Guide
Technical Information for Student Score Reports of the Summative Assessments
for CAASPP LEA and Test Site Coordinators and Research Specialists

2017-18 Administration

Smarter Balanced for English Language Arts/Literacy and Mathematics Summative Assessments
California Alternate Assessments for English Language Arts/Literacy and Mathematics
Standards-based Tests in Spanish for Reading/Language Arts

California Assessment of Student Performance and Progress
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<thead>
<tr>
<th>Term</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CAAs</td>
<td>California Alternate Assessments</td>
</tr>
<tr>
<td>CAASPP</td>
<td>California Assessment of Student Performance and Progress</td>
</tr>
<tr>
<td>CAST</td>
<td>California Science Test</td>
</tr>
<tr>
<td>CAT</td>
<td>computer adaptive test</td>
</tr>
<tr>
<td>CCCs</td>
<td>California Community Colleges</td>
</tr>
<tr>
<td>CCSS</td>
<td>Common Core State Standards</td>
</tr>
<tr>
<td>CDE</td>
<td>California Department of Education</td>
</tr>
<tr>
<td>CSEM</td>
<td>conditional standard error of measurement</td>
</tr>
<tr>
<td>CSU</td>
<td>California State University</td>
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<td>EAP</td>
<td>Early Assessment Program</td>
</tr>
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<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>
<tr>
<td>IEP</td>
<td>individualized education program</td>
</tr>
<tr>
<td>ORS</td>
<td>Online Reporting System</td>
</tr>
<tr>
<td>PPT</td>
<td>paper-pencil test(ing)</td>
</tr>
<tr>
<td>PT</td>
<td>performance task</td>
</tr>
<tr>
<td>RLA</td>
<td>reading/language arts</td>
</tr>
<tr>
<td>SS</td>
<td>scale score</td>
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<tr>
<td>STS</td>
<td>Standards-based Tests in Spanish</td>
</tr>
<tr>
<td>TOMS</td>
<td>Test Operations Management System</td>
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</table>
Chapter 1. General Information
## New in 2017–18

### Table I.1 What’s New in 2017–18

<table>
<thead>
<tr>
<th>Category</th>
<th>Feature</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test delivery</td>
<td>Standards-based Tests in Spanish (STS) online</td>
<td>The STS were delivered as an online, fixed-form assessment.</td>
</tr>
</tbody>
</table>
| Report delivery                | Online Reporting System (ORS)                | • Writing extended response scores are available for the 2016–17 administration.  
|                                |                                              | • Target scores relative to Standard Met are available starting with the 2017–18 administration.  
|                                |                                              | • Updated student groups are reported.                                   |
| Report delivery                | Paperless reporting pilot                    | Selected local educational agencies (LEAs) have access to a set of application programming interface services that would allow their Student Information System vendor to integrate and provide access to the Student Score Reports for parents/guardians. |
| Report delivery                | Report download                              | The Test Operations Management System will fulfill requests from LEAs for bulk downloads of Student Score Reports by providing an e-mail that contains a secure link to a site from which the file can be downloaded. |
| Student Score Reports          | CAA Student Score Report                     | Data for three years of testing is shown.                               |
| Student Score Reports          | Smarter Balanced, CAA Student Score Reports  | Updated the state averages shown.                                      |
| Early Assessment Program (EAP) | EAP                                          | The EAP status mapped to the Standard Met achievement level has been restated. |
## General Information

### New in 2017–18

<table>
<thead>
<tr>
<th>Category</th>
<th>Feature</th>
<th>Change</th>
</tr>
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<tr>
<td><strong>Science reporting</strong></td>
<td>Preliminary indicators</td>
<td>Preliminary indicators consisting of a percent earned score and a category description will be provided to LEAs in fall 2018. LEAs are responsible for communicating these scores to parents/guardians of students who took a science assessment. For the CAA for Science pilot, information on how to calculate a score from a raw-score-to-preliminary-indicator table will be provided for LEAs to use in the fall 2018.</td>
</tr>
</tbody>
</table>
| **Public Web Reporting** | Available data  | • Data for three years of testing for the CAAs are shown.  
• A research data file for the California Science Test and the CAA for Science are to be available in the late fall of 2018. |
Introduction

Additional Resources Linked in This Section:

- CDE California Assessment of Student Performance and Progress (CAASPP) System Web page—http://www.cde.ca.gov/ta/tg/ca/
- CDE Preliminary Indicator Communication Toolkit Web page—https://www.cde.ca.gov/ta/tg/ca/prelimindicatortoolkit.asp
- CAASPP Results (also called the CAASPP Public Reporting Web site)—http://caaspp.cde.ca.gov/
- California State University Success Web site—http://CSUSSuccess.org/

Purpose of the Reports and Using the Results

In 2017–18, the CAASPP summative 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.

Students whose individualized education program (IEP) teams designated the use of an alternate assessment on statewide assessments and who have the most significant cognitive disability were assigned to take the California Alternate Assessments (CAAs).
In addition, Spanish-speaking English learners (ELs) in grades two through eleven took an optional online assessment in reading/language arts (RLA).

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

1. To communicate students’ progress in achieving the state’s academic standards to students, parents/guardians, and teachers
2. To inform decisions that teachers and administrators make about improving the educational program

### Privacy of Student Records Collected and Maintained by the CDE for CAASPP

To meet its statutory responsibilities, the CDE collects and maintains personally identifiable information from the education records of California students. Additional information on the CDE data privacy policies may be found on the [Data Privacy Web page](https://www.cde.ca.gov/tp). The CDE and its CAASPP test administration contractor use student information for the purposes of meeting the CDE’s statutory responsibilities. Neither the CDE nor its CAASPP test administration contractor sells student data or uses student data for any other purposes.

### Overview of Online Smarter Balanced Summative Assessments

The Smarter Balanced Online Summative Assessments for ELA and mathematics are available to students in grades three through eight and grade eleven. These assessments are aligned to the Common Core State Standards in their respective content areas and are intended to measure student progress toward college and career readiness.

### Reporting Achievement

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

These achievement levels were determined by a standard-setting process. Information on the process can be found on the [Reporting Scores Web page](https://www.smarterbalanced.org) of the Smarter Balanced Assessment Consortium Web site.

Each content area of the online assessments consists of a computer adaptive test (CAT) as well as a performance task (PT). Summary results are available online, in the secure Online Reporting System (ORS), first as preliminary results and then, when scores have been received and/or updated for all students, as final results.
Scoring Overview

Most student responses are machine-scored, while other responses to questions are hand scored. A student’s results from the scores from the CAT and PT are combined to determine an overall scale score for that student. Scores of the test are based on the specific test questions with different difficulty levels that students responded to, instead of the sum of the number correctly answered. See the subsection Scale Scores for the CAASPP System for more information about the process used to determine a scale score.

Claim Categories

In addition to achievement levels for the total test, claim achievement categories are also reported, as above standard, near standard, and below standard. These categories were identified after the standard setting for the total-test achievement levels by using the distance a student’s performance on the claim is from the Level 3 “Standard Met” achievement level criterion.

Claim achievement categories are based on a smaller collection of items. This makes it more difficult to provide information about a student’s claim performance level without increasing the amount of classification error—more claim performance levels, coupled with very few items within a claim, will result in more students being misclassified as belonging to one achievement level when they actually belong to another. This classification error is lessened by reducing the number of claim performance levels, to three.

While the actual claim scores are not reported, the claim achievement category indicates that the score on a claim is one of the following:

- If the scale score of a claim is above the “Standard Met” achievement level on the total content-area test, the performance category for the claim is “Above Standard.”
- If the scale score of a claim is at or near the “Standard Met” achievement level on the total content-area test, the performance category for the claim is “Near Standard.”
- If the scale score of a claim is below the “Standard Met” achievement level on the total content-area test, the performance category for the claim is “Below Standard.”

Writing Extended Response (WER)

WER scores for ELA performance tasks that provide additional information about full-write responses for a student are available for the 2017–18 and 2016–17 CAASPP Smarter Balanced administrations, in the individual student reports and student data download sections of the ORS for registered users. These new scores in the ORS provides information on how a student scored on the three dimensions—organization/purpose, evidence/elaboration, and conventions—for an essay.

Because of differing levels of difficulty, WER scores should not be compared between students, grades, and test administration years.
Presentation of Results in the Student Score Report

When presented in the Student Score Reports for parents/guardians, the scale scores and achievement levels of both the current year and for available previous years are included. For example, for students in grades five, six, seven, and eight, three years’ scores, including the scores from 2015–16, 2016–17, and 2017–18, are presented.

For students in grade eleven, the following achievement statuses are associated with a level of readiness for college-level coursework:

- The “Standard Exceeded” achievement level suggests that the student is ready for college-level coursework in ELA and/or mathematics.
- The “Standard Met” achievement level suggests that the student is conditionally ready for college-level college courses in ELA and/or mathematics. However, he or she must take an approved English and/or mathematics course in grade twelve and receive a grade of C or better.

Details regarding the EAP can be found on the CDE Early Assessment Program Web page. Additionally, the California State University Success Web site has more information about the steps students can take in grade twelve to be ready for college.

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 student. 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 correctness of the student’s response can be known immediately, and the successive items are selected to adapt to the current ability of the student. 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.

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. PTs are not targeted to students’ specific ability levels.
Overview of the California Science Test

The California Science Test (CAST) is an online assessment based on the California Next Generation Science Standards (CA NGSS). All LEAs with eligible students in grades five, eight, and twelve, as well as students in grades ten and/or eleven who were assigned, administered the CAST field test. The CAST field test uses the current CAASPP test delivery system.

The CAST is administered in grades five and eight and once to each student while that student is in high school. For the 2017–18 field test, all grade twelve students took the CAST. Additionally, LEAs had the option to test any grade ten or eleven student based on the guidelines set forth by the CDE in the At Which Grade Level in High School Do We Administer the 2017–18 Science Tests? Web document. Only eligible students may participate in the administration of the CAST. Students assigned to take an alternate assessment took the CAA for Science.

While results will not be included on Student Score Reports, preliminary indicators consisting of a percent earned score and a category description will be provided to LEAs in fall 2018. LEAs are responsible for communicating these results to parents/guardians of students who took a science assessment. Additionally, a data file for the CAST is to be available in the late fall of 2018.

Overview of the California Alternate Assessments

English Language Arts/Literacy and Mathematics

The CAAs for ELA and mathematics are online, summative, grade-level assessments for students whose IEP teams designate the use of an alternate assessment. The CAAs give students the opportunity to demonstrate their achievement of the Core Content Connectors (Connectors), which are derived from the Common Core State Standards (CCSS), by taking a test commensurate with their abilities. The Connectors are the alternate achievement standards assessed on the CAAs. The Connectors take the main achievement standards from the CCSS and make them more accessible for students with the most significant cognitive disabilities. Student test results are reported in the following overall achievement levels:

- Level 3—Alternate
- Level 2—Alternate
- Level 1—Alternate

These achievement levels were determined by a standard-setting process.

The CAAs are administered one-on-one by a test examiner reading scripted instructions to a student. At the start of testing, a test examiner administers a Student Response Check using the first one to four items in the test to identify whether the student has a consistent and observable way of indicating responses to test items. For students who do not orient or
provide an observable, consistent response, test examiners were directed to end the assessment.

Most student responses are machine-scored, while a few constructed-response questions are scored by the test examiner at the time of testing. A student’s results from the machine-scored and examiner-scored items are combined to determine an overall scale score for that student.

Science

In addition to taking the CAAs for ELA and mathematics, students enrolled in or assigned to grades five, eight, twelve, and optionally, grades ten and eleven, also take the CAA for Science pilot. While results will not be included on Student Score Reports, preliminary indicators consisting of a percent earned score and a category description will be provided to LEAs in fall 2018. LEAs are responsible for communicating these scores to parents/guardians of students who took a science assessment.

For the CAA for Science pilot, information on how to calculate a score from a raw-score-to-preliminary-indicator table will be provided for LEAs to use in the fall 2018. Additionally, a research data file for the CAA for Science is to be available in the late fall of 2018.

Overview of the Standards-based Tests in Spanish

These CAASPP tests are fixed-form, online assessments. Optionally, 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

Types of CAASPP Reports

Results for the CAASPP Summative Assessments are delivered in four ways, as follows:

<table>
<thead>
<tr>
<th>Report Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reports in the ORS</td>
<td>• Home Page Dashboard</td>
</tr>
<tr>
<td></td>
<td>• Subject Detail</td>
</tr>
<tr>
<td></td>
<td>• Claim-level Detail</td>
</tr>
<tr>
<td></td>
<td>• Assessment Target Reports</td>
</tr>
<tr>
<td></td>
<td>• Listing (Group, Roster, Student)</td>
</tr>
<tr>
<td></td>
<td>• Student Detail</td>
</tr>
</tbody>
</table>

| These reports are described in the Online Reporting System User Guide for CAASPP. |
## Report Type

<table>
<thead>
<tr>
<th>Report Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Student Results File</td>
<td>• Student Score Data Extract (Final data files will include census data for the CAST and tested data for the CAA for Science.)</td>
</tr>
<tr>
<td>These files are found in the Test Operations Management System (TOMS).</td>
<td></td>
</tr>
<tr>
<td>3. Student Score Reports</td>
<td>• Student Score Report for Smarter Balanced Summative Assessments for ELA and mathematics—Grades three, four, six, seven, and eleven (The Student Score Reports for students in grade eleven also includes information—but no score results—about the CAST for students assigned to take this test.)</td>
</tr>
<tr>
<td>These reports are printed and available as downloadable PDFs.</td>
<td>• Student Score Report for Smarter Balanced Summative Assessments for ELA and mathematics, and CAST (information only, no score results)—Grades five and eight</td>
</tr>
<tr>
<td></td>
<td>• Student Score Report for CAAs for ELA and mathematics—Grades three, four, six, seven, and eleven (The Student Score Reports for students in grade eleven also includes information—but no score results—about the CAA for Science for students assigned to take this test.)</td>
</tr>
<tr>
<td></td>
<td>• Student Score Report for CAAs for ELA and mathematics, and science (information only, no score results)—Grades five and eight</td>
</tr>
<tr>
<td></td>
<td>• Student Score Report for STS for RLA—Grades two through eleven (all students tested)</td>
</tr>
<tr>
<td>4. Aggregated Internet Reports</td>
<td>• Smarter Balanced ELA scores</td>
</tr>
<tr>
<td>(Internet reporting)</td>
<td>• Smarter Balanced mathematics scores</td>
</tr>
<tr>
<td>These reports are available at the CAASPP Public Reporting Web site.</td>
<td>• CAA ELA scores</td>
</tr>
<tr>
<td></td>
<td>• CAA mathematics scores</td>
</tr>
<tr>
<td></td>
<td>• STS for RLA scores (EL students only)</td>
</tr>
</tbody>
</table>
Grades and Subjects Reported

CAASPP results are reported for the tests students took. Students who took the grade-level, optional STS for RLA in addition to the required Smarter Balanced assessment(s) and/or the CAST will receive at least two reports, for example: one for the Smarter Balanced Summative Assessments and/or the CAST taken and another for the STS. The matrix in Table I.2 shows, for each grade, the test results that will appear on a report. The STS was administered to Spanish-speaking English learner and other Spanish-speaking students at the option of the LEA.

The Student Score Report for Smarter Balanced Summative Assessments in grade eleven includes a section that associates the student’s overall score and achievement level for ELA and mathematics with the student’s EAP status, which is an early indicator of the student’s conditional readiness for college-level coursework. Note that the student’s results will not be sent to the CSU and participating California Community Colleges (CCCs) unless the student opted to do so after completing the ELA assessment (for ELA results) and mathematics assessment (for mathematics results). Students who did not send their results to the CSU and participating CCCs at time of testing may provide those results upon request at a later date.

Table I.2 Reporting Matrix

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Gr 2</th>
<th>Gr 3</th>
<th>Gr 4</th>
<th>Gr 5</th>
<th>Gr 6</th>
<th>Gr 7</th>
<th>Gr 8</th>
<th>Gr 9</th>
<th>Gr 10</th>
<th>Gr 11</th>
<th>Gr 12</th>
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<tbody>
<tr>
<td>Smarter Balanced for ELA</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>–</td>
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<tr>
<td>Smarter Balanced for Mathematics</td>
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<td>–</td>
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<tr>
<td>CAA for ELA</td>
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<td>CAA for Mathematics</td>
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<td>CAST</td>
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<td>STS for RLA (grade level)</td>
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Legend

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>–</td>
<td>Assessment not available in this grade</td>
</tr>
<tr>
<td>✓</td>
<td>Assessment given and scores reported in this grade</td>
</tr>
<tr>
<td>◊</td>
<td>Assessment given (For grade eleven, assessment given if grade eleven students were assigned.) (Achievement information and aggregate results to be provided in fall 2018; see the CDE Preliminary Indicator Communication Toolkit Web page for additional information.)</td>
</tr>
</tbody>
</table>
Symbol | Description
---|---
⊗ | Assessment given (Achievement information and aggregate results to be provided in fall 2018; see the CDE Preliminary Indicator Communication Toolkit Web page for additional information.)

### 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 that displays the list of available CAASPP accessibility supports and the assessment(s) for which their use is approved is linked on the CDE Matrix One: CAASPP Web page. The four parts of Matrix One listing the universal tools, designated supports, and accommodations available in CAASPP testing are as follows:

1. Part 1—Embedded resources available only on computer-based tests
2. Part 2—Non-embedded resources available for use with the online tests, as well as on all paper-pencil assessments (Smarter Balanced for ELA and mathematics)
3. Part 3—Instructional supports and resources available for the CAAs
4. Part 4—Approved unlisted resources

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. The score for a student who used an unlisted resource that changes the construct being measured will be noted on the Student Score Report but not be included in aggregate reporting because the student is listed as having an invalid score.

Test administration for the CAAs allows for the examiner to provide any instructional support, identified in students’ IEP, needed by the students to access the test questions and 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 digital notepad during any CAASPP online assessment does not change what is being measured.
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 scratch paper during any CAASPP test does not change what is being measured.

Instructional Supports and Resources on the CAAs (Part 3 of Matrix One)

Students taking the CAAs, which are administered one-on-one by a test examiner, are provided with additional instructional and physical supports when testing. These may be in addition to the resources documented in the student’s IEP or Section 504 plan. Examples of these include alternate text to describe illustrations and allowing the student test-taker to direct another person, such as an aide or the test examiner, to respond to assessment items.

Unlisted Resources (Part 4 of Matrix One)

“Unlisted resources” are non-embedded accessibility resources that are either listed in Part 4 of Matrix One or are not identified in Parts 1 or 2; they may have been previously identified as modifications or may be unlisted resources. Unlisted resources may fundamentally change what is being measured. All unlisted resources must be listed in the student’s IEP or Section 504 plan; an online form in TOMS requesting their use should have been submitted to the CDE before a student was tested.

If the CDE determines the unlisted resource changes the construct being measured, the unlisted resource may be approved and used by the student and the student will receive a Student Score Report, but the student will not be counted as participating in statewide testing, which will impact the accountability participation rate indicator for the LEA (California Code of Regulations, Title 5, Section 854.9[d][1]).
Interpreting Results

Additional Resources Linked in This Section:


Scale Scores for the CAASPP System

Note: After estimating the student’s overall ability, the score for a Smarter Balanced Summative Assessment is mapped onto the reporting scale through a linear transformation:

Mathematics
scale score = 2514.9 + 79.3 × (estimated ability)

English Language Arts/Literacy (ELA)
scale score = 2508.2 + 85.8 × (estimated ability)

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, 2533 on the Smarter Balanced Summative Assessment for mathematics assessment) to mean the same thing regardless of what items students took for a grade-level, content-area test. Scale scores provide a common reference over the years.

Each program/grade level/content area of the Smarter Balanced assessments and California Alternate Assessments (CAAs) 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, “Comparing Results.”

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 System tests are described in each of the following technical reports:

- Smarter Balanced Summative Assessments for ELA and mathematics—CAASPP Smarter Balanced Technical Report
- California Science Test (CAST)—CAST Field Test Summary Report
- CAAs for ELA and Mathematics—CAA Technical Report
- CAA for Science—CAA for Science Pilot 1 Summary Report

The technical reports for the CAAs for ELA and mathematics and the STS also include raw-score-to-scale-score conversions for the testing year.

The technical report for the CAASPP Smarter Balanced Summative Assessments and CAAs are linked on the CDE CAASPP Technical Reports and Studies Web page.

**Smarter Balanced Summative Assessments for ELA and Mathematics**

Final scores represent the ability estimates for students. Once the responses from the performance task (PT) and computer adaptive test (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 students who correctly answer more difficult and more discriminating questions; lower ability estimates are associated with students who correctly answer easier and less discriminating questions. Two students can arrive at the same scale score by very different paths. This type of scoring is called “item pattern scoring.”

**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 Common Core State Standards (CCSS) and to describe student progress 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.

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 local educational agencies (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.

**CAAs for ELA and Mathematics**

CAA scores reflect estimates of student ability that are based on which items a student correctly answers in a multistage adaptive test setting. A two-stage testing approach adapts the difficulty of a test to each student’s ability in order to achieve more precise measurement. The first stage consists of a routing test that provides an initial student ability estimate. The second stage consists of a test that varies in difficulty depending on that initial ability estimate. A student whose initial ability estimate is high will respond to a second stage module consisting of difficult items that will help to determine just how high his or her ability is. A student whose initial ability estimate is low will respond to a second stage module consisting of less difficult items, and a student whose initial ability estimate is intermediate will respond to a second stage module consisting of items that are intermediate in difficulty. A student correctly responding to 15 difficult items will earn a higher CAA scale score than a student correctly responding to 15 less challenging items.

**Scale Score Ranges**

Scale scores are used in the evaluation of overall student achievement in the CAA because psychometric analyses underlying these scores account for the variations in difficulty for the questions that students are administered. If equivalent students were administered forms varying in difficulty, student scale scores would still be comparable.

Scale scores are associated with achievement levels that describe the underlying student achievement. The ranges of scale scores that are associated with each achievement level are held constant from year to year for each grade level and content area, while the number- or percent-correct score (i.e., the raw score) associated with each scale score may change. Scale score ranges are listed in [Appendix A](#).
Achievement Levels
CAA overall achievement levels are categorical labels given to particular scale score ranges. The achievement levels from lowest to highest performance are Level 1—Alternate, Level 2—Alternate, and Level 3—Alternate. Regardless of the grade level—which is indicated by the first digit of the scale score—the minimum and maximum scale scores for each performance level are the same within each content area. Achievement levels were set during a process called standard setting, which established the association between students’ scores and achievement category. Standard setting also ensures that the performance levels align to the CCSS performance level descriptors.

STS Online Fixed-Form Assessments
Scale scores are used in the evaluation of overall student performance. Unlike raw scores (i.e., 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 (i.e., 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 STS performance levels are found in Appendix A. The scale score range is the same for the online STS because the STS online is using the same fixed-form assessment as the paper-pencil STS.

The range of possible scale scores for the 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.

Performance Levels
Performance levels for the 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.

The minimum scale score for the proficient level in all grades is set at 350. The basic level is set at a minimum scale score of 300. The minimum scale scores for below basic and advanced differ by content area and grade.

Reporting Clusters
Reporting clusters are groups of questions related to the same standard on a test. Reporting cluster scores are not reported in 2017–18 for the STS for RLA.
Smarter Balanced Claims and Assessment Targets

The Smarter Balanced content areas of ELA and mathematics are broken down into claims and assessment targets.

Claims are broken down into content categories, which contain a varying number of assessment targets. An assessment target defines the grade-specific knowledge, skill, or ability that students should know or be able to demonstrate within the domain.¹ 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 assessment targets are tested for all students given the adaptive nature of the CAT portion of the test.

Claims

Assessment claims are evidence-based statements about what students know and can do as demonstrated by their achievement on the summative assessments. They are defined in the item specifications for ELA and mathematics available on the Smarter Balanced Assessment Consortium Development and Design Web page. There are no assessment claims or claim scores for the CAAs.

There are four claims (but three reporting categories) 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.

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

- Above Standard
- Near Standard
- Below Standard

Performance levels for claims are very similar to subscores. They provide supplemental information regarding a student’s strengths or weaknesses. Only three performance levels for claims were developed since there are fewer items within each claim.

A student’s ability, along with the corresponding standard error, are estimated for each claim. Performance levels for claims are based on the distance a student’s performance on the claim is from the Level 3 Standard Met achievement level. Using the standard error, an interval estimate corresponding to the student’s true performance on the claim is constructed.

and an interval defined. If the interval does not contain the Level 3 Standard Met criterion value for a particular claim, it would indicate a strength or weakness.

No achievement level–setting occurred for claims.

**Assessment Targets**

While the claims do not vary among grades, assessment targets for ELA Claims 1–4 and mathematics Claim 1 are unique to each grade. Note that assessment targets are reported for mathematics Claim 1 only, because “For mathematics Claims 2, 3, and 4, items are intended to emphasize the mathematical practices, and therefore, items may align to the content included in several mathematics assessment targets. The best common descriptors of the items included in these claims are the claim labels themselves.”

Assessment targets describe what is to be assessed within a claim and are used to develop test questions. Assessment targets are reported at the group level in the ORS and provide information regarding a group’s strengths and weaknesses relative to its achievement on the assessment as a whole and, starting with the 2017–18 administration, where students’ performance indicates Standard Met. Assessment target reports show how a group of students performed on an assessment target compared to their overall achievement on the content-area assessment as well as compared to areas where students’ performance indicates proficiency.

Strength and weakness indicators on assessment target reporting are as follows:

- Better than performance on the test as a whole
- Similar to performance on the test as a whole
- Worse than performance on the test as a whole
- Insufficient information

For example, while a group of students might have performance above the Standard Met (Level 3 achievement level on the ELA assessment), their performance on the “Reasoning and Evaluation” assessment target might be “Worse than performance on the test as a whole.” This is not to say that the students lack reasoning and evaluation skills, only that this was an area of weakness as compared to the test as a whole.

Performance indicators relative to the Standard Met are as follows:

- Above Standard Met
- Near Standard Met
- Below Standard Met
- Insufficient information

Note, that like all results for the 2017–18 CAASPP administration in the ORS, assessment target report results are partial and may change as additional data are received.

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Comparing Results

Additional Resources Linked in This Section:

- California Assessment of Student Performance and Progress (CAASPP) Results (also called the CAASPP Public Reporting Web site)—http://caaspp.cde.ca.gov/

Standard 12.10 of the Standards for Educational and Psychological Testing (2014) states, “In educational settings, a decision or characterization that will have major impact on a student should take into consideration not just scores from a single test but other relevant information.”¹ Within that context, CAASPP test results should be interpreted as a student’s achievement 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, 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 Conditional Standard Error of Measurement (CSEM) 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 conditional standard error of measurement (CSEM). CSEMs are available in the Online Reporting System (ORS) and the student data files.

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 CSEM of the observed score about 68 percent of the time. In the ORS, this idea is expressed as follows:

“A student’s score is best interpreted when recognizing that the student’s knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.”

For the online assessments, an error band is a useful tool that describes the amount of precision associated with a reported scale score. The CSEM is calculated for each student who takes the online assessments. In the 2017–18 reports, the averaged CSEM at each scale score point was used. 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 Results for the Smarter Balanced Online Assessments

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 achievement 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.

Scores for the paper-pencil versions of the Smarter Balanced Summative Assessments are linear forms but have the same scale as the online tests.

In addition to the 2017–18 scores, results for the 2016–17, 2015–16, and 2014–15 Smarter Balanced Summative Assessments are available for a current roster of students testing this year as well as for those current students in previous years (for example, a search might show data for this year’s grade five students when they were in grade four the previous year). See the Online Reporting System User Guide for CAASPP for more information about reviewing data for previous years.

Aggregate results can be downloaded from the public CAASPP Results Web site as well as from the secure ORS (for properly credentialed users).

Results for any year are not included in aggregate reporting if the student met one of the following conditions during CAASPP Smarter Balanced testing:

- Not tested by parent/guardian request
- Not tested due to significant medical emergency
- Absent (note that this is not a condition used for 2015–16 or 2016–17 testing)
- Exempt from taking the English language arts/literacy (ELA) assessment
- Student completed only one part of the Smarter Balanced content area test
- Not tested

Scores are included on the Student Score Report with an asterisk indicator if the test results were invalidated for any of the following reasons:
Comparing Achievement Results

When comparing results for the Smarter Balanced Summative Assessments, compare results only within the same content area or cohort; that is, compare grade five ELA in 2015–16 to grade five ELA in 2017–18 or grade seven mathematics in 2016–17 to grade eight mathematics in 2017–18.

Two types of comparisons are possible:

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

Comparing ELA and Mathematics Scale Scores and Achievement Levels for Groups

Note: 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 with another number, such as 2795 for ELA or 2862 for mathematics.

An example of how group-level scale scores for 2017–18 may be compared to the 2016–17 scale scores for the same content area and grade is shown in Table I.3. In this table, hypothetical average scale scores (SS) for ELA are compared between 2016–17 and 2017–18 for the students in a particular school. In addition to comparisons for all students, similar grade-by-grade comparisons of scale scores may be made for different student groups of interest.
Table I.3 Hypothetical Example of Using the Smarter Balanced for ELA to Measure Progress by Comparing Average Scale Scores

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016–17 No. of Students</th>
<th>2016–17 Mean SS</th>
<th>2017–18 No. of Students</th>
<th>2017–18 Mean SS</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>120</td>
<td>2440.0</td>
<td>111</td>
<td>2451.3</td>
<td>11.3</td>
</tr>
<tr>
<td>Grade 6</td>
<td>100</td>
<td>2510.0</td>
<td>124</td>
<td>2510.3</td>
<td>0.3</td>
</tr>
<tr>
<td>Grade 7</td>
<td>90</td>
<td>2590.0</td>
<td>102</td>
<td>2593.2</td>
<td>3.2</td>
</tr>
</tbody>
</table>

Table I.4 provides a second hypothetical example of how group-level Smarter Balanced results may be compared. In this example, the percent of students scoring at Standard Met or Standard Exceeded in mathematics are compared between 2016–17 and 2017–18 across grades for the same school. Comparisons between 2016–17 and 2017–18 in Table I.4 indicate the same trends as indicated by Table I.3: a slightly higher percentage of students in grades five and six scored at Standard Met or Standard Exceeded and the same percentage of grade seven students scored at Standard Met or Standard Exceeded. Note that Table I.4 also provides a comparison of overall results for the entire school. Because Standard Met or Standard Exceeded in mathematics is a standards-based classification, 2016–17 and 2017–18 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 carry more weight in the calculations for 2016–17 than the other two grades, but grade six carries more weight in the calculations for 2017–18 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.4 Hypothetical Example of Using the Smarter Balanced for Mathematics to Measure Progress by Comparing Percentages of Students at Standard Met or Standard Exceeded

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016–17 No. of Students</th>
<th>2016–17 % Standard Met or Standard Exceeded</th>
<th>2017–18 No. of Students</th>
<th>2017–18 % Standard Met or Standard Exceeded</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 6</td>
<td>100</td>
<td>33%</td>
<td>124</td>
<td>33%</td>
<td>0%</td>
</tr>
<tr>
<td>Grade 7</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>

Using Assessment Target Reports for Information about Test Achievement as a Whole and Performance Relative to Standard Met

Relative performance on a particular assessment target is provided in an Assessment Target Report in the ORS. Assessment Target Reports are produced for all claims in ELA but only for Claim 1 for Mathematics. Note, however, that the results in the Assessment Target Reports do not imply that a particular content standard has been met. Assessment Target Reports are available for assessment targets with at least 10 unique items and are one of many sources of information that should be used to evaluate student achievement.

Assessment Target Reports are provided at the aggregate (group) level, for example, for a classroom, local educational agency, roster, etc., and provide information regarding a group’s strengths and weaknesses relative to the test achievement as a whole as well as areas where performance indicates Standard Met. Each group has its own unique overall total test achievement level. That is, different student groups will have different overall test achievement. Therefore, comparisons across groups might not be appropriate unless they have similar overall achievement levels.

Assessment Target Reports are not appropriate at the individual student level since individual students may receive only two or three items per assessment target. Assessment Target Reports for larger group sizes provide more reliable information in addition to contributing more unique items to the overall assessment target summary—assessment target scores based on fewer than 50 students may be less reliable and will have fewer unique items contributing to the overall assessment target summary.
For example, a group of students in grade eight might have exceeded expectations in mathematics, but their achievement on “work with radicals and integer exponents” might be relatively lower than their overall achievement; an educator might make this an area of focus for these students.

Assessment target scores are a starting point in an overall investigation of students’ strengths and weaknesses and constitute only one of many sources of evidence that should be used in evaluating student performance.

**Comparing Results for the California Alternate Assessments**

Comparisons of CAA results should only be made within the same content area and grade; that is, compare grade four ELA in 2016–17 to grade four ELA in 2017–18 or grade eight mathematics in 2015–16 to grade eight mathematics in 2017–18. No direct comparisons should be made between grades and between subjects; for example, results for the CAA for Mathematics (grade seven) should not be compared with results for the CAA for Mathematics (grade eight), and results for the CAA for Mathematics (grade eleven) should not be compared with the result of the CAA for ELA (grade eleven).

**Comparing Results for the Standards-based Tests in Spanish**

Scale scores for the Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA) might 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 2016–17 compared with 2015–16, for instance. However, scale scores for the same content area for these assessments may not be compared across grades because scale scores are not vertically scaled, or scaled across grades. Scale scores may not be compared across tests, because the scale scores for the STS do not mean the same thing as the scale scores for another assessment.

**Comparing Performance Results**

Because the STS for RLA were delivered online in 2017–18 and because the study has not yet been completed on the comparability of the online STS for RLA with the paper-pencil tests delivered in prior years, student performance results for the 2017–18 STS for RLA may not be comparable with the results from prior test administration years. Please be aware of this and take extra caution when reviewing the results for the 2017–18 STS for RLA with the results from other test administration years.

When comparing results for the STS PPTs from 2016–17 and other prior years, compare results only within the same content area and grade; that is, compare grade five RLA in 2015–16 to grade five RLA in 2016–17 or grade eight RLA in 2015–16 to grade eight science in 2016–17. No direct comparisons should be made between grades; for example, results for
the STS for RLA (grade five) cannot be compared with results for the STS for RLA (grade eight). In addition, comparisons should be made only within the same testing program. Results for the STS should always only be compared with other results for the STS. The matrix in Table I.5 shows which STS administration results may be reasonably compared with other prior year’s results.

### Table I.5 STS Years Available for Comparison to 2016–17 Results Matrix

<table>
<thead>
<tr>
<th>STS Grade</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013–2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLA; grades two through four</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>RLA; grades five through seven</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>RLA; grades eight through eleven</td>
<td>✓</td>
<td></td>
<td></td>
<td></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.

### Comparing STS Scale Scores and Performance Levels for Groups

**Note:** 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.

An example of how group-level scale scores for 2016–17 may be compared to the 2016–17 scale scores for the same content area and grade is shown in Table I.6. In this table, hypothetical average STS scale scores (SS) at three grade levels are compared between 2015–16 and 2016–17 for the students in a particular school. Compared with average scale scores in 2015–16, these data indicate higher scores in 2016–17 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 student groups of interest. However, because the 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.6 Hypothetical Example of Using the STS to Measure Progress by Comparing Average Scale Scores

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015–16 No. of Students</th>
<th>2015–16 Mean SS</th>
<th>2016–17 No. of Students</th>
<th>2016–17 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.7 provides a second hypothetical example of how group-level STS results may be compared. In this example, the percent of students scoring at or above proficient in the STS for RLA are compared between 2015–16 and 2016–17 across grades for the same school. Comparisons between 2015–16 and 2016–17 in Table I.7 indicate the same trends as indicated by Table I.6: 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.7 also provides a comparison of overall results for the entire school. Because “proficient or above” in the STS is a standards-based classification, 2015–16 and 2016–17 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 carry more weight in the calculations for 2015–16 than the other two grades, but grade eight carries more weight in the calculations for 2016–17 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.7 Hypothetical Example of Using the STS to Measure Progress by Comparing Percentages of Students at Proficient or Above

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015–16 No. of Students</th>
<th>2015–16 % Prof or Above</th>
<th>2016–17 No. of Students</th>
<th>2016–17 % 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>
Chapter 2. Student Score Reports Descriptions
Available Student Score Reports

Additional Resources Linked in This Section:


Note: The CDE does not keep or maintain CAASPP reports. Reports are kept and maintained at the local educational agencies (LEAs) and at subordinate levels.

Additional information about these reports, including report samples, the Guide to Understanding the CAASPP Student Score Report, and videos in English and Spanish, can be found on the CDE CAASPP Student Score Report Information Web page.

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

### Table II.1 2017–18 CAASPP Student Score Reports

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Use and Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP Student Score Report—Smarter Balanced Summative Assessments and the California Science Test (CAST)</td>
<td>This is a report for the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics at the student’s grade level. It provides parents/guardians and teachers with the student’s results, presented in tables and graphs. Information about the CAST is provided for students in grades five or eight and might be provided for students in grade eleven who were assigned to participate in the CAST field test. Results for these students in the form of preliminary indicators will be available in the fall 2018.</td>
<td>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 or counselor and one is to be distributed by the LEA to parents/guardians. Additionally, PDF files of Student Score Reports for a grade in a selected school are available for download in the Test Operations Management System (TOMS). If the LEA requested the Spanish version of the Student Score Report.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Description</td>
<td>Use and Distribution</td>
</tr>
<tr>
<td>----------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Data presented for the Smarter Balanced Summative Assessments for ELA and mathematics taken include the following:</td>
<td>- Scale scores&lt;br&gt;- Achievement levels&lt;sup&gt;1&lt;/sup&gt;&lt;br&gt;- Level of performance for each claim in the content areas taken&lt;sup&gt;2&lt;/sup&gt;&lt;br&gt;- Scale scores and achievement levels for previous years' assessments (if available)&lt;br&gt;- State average</td>
<td>Report for a student, the LEA distributes the Spanish Student Score Report to the parents/guardians and the English version to the school.&lt;br&gt;&lt;br&gt;<em>For mailing, use a #10 left-hand window envelope. Fold the report in thirds so the address, if printed, will appear in the window.</em></td>
</tr>
<tr>
<td>The CAASPP Student Score Report—CAAs for ELA, Mathematics, and Science</td>
<td>This is a report for the CAAs for ELA and mathematics and information about the CAA for Science at the student’s grade level. It provides parents/guardians and teachers with the student’s results, presented in tables and graphs.&lt;br&gt;Information about the CAA for Science is provided for students in grades five or eight and might be provided for students in grade eleven who were assigned to</td>
<td>This report includes individual student results and is not distributed beyond parents/guardians and the student’s school.&lt;br&gt;Two copies of this report are provided for each student. One is for the student’s current teacher or counselor and one is to be distributed by the LEA to parents/guardians. Additionally, PDF files of Student Score Reports for a</td>
</tr>
</tbody>
</table>

**Legend**<br><br>1 Smarter Balanced achievement levels for content areas are Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met.<br>2 Smarter Balanced performance levels for claims are Above Standard, Near Standard, and Below Standard.<br>3 Achievement levels for the CAAs are Level 1—Alternate, Level 2—Alternate, and Level 3—Alternate.<br>4 Performance levels for the STS are advanced, proficient, basic, below basic, and far below basic. Performance levels are not comparable across tests.
### Student Score Reports Descriptions

**Available Student Score Reports**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Use and Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>participation in the CAA for Science pilot. Results for these students in the form of preliminary indicators will be available in the fall 2018.</td>
<td>grade in a selected school are available in TOMS.</td>
<td>If the LEA requested the Spanish version of the Student Score Report for a student, the LEA distributes the Spanish Student Score Report to the parents/guardians and the English version to the school.</td>
</tr>
<tr>
<td>Data presented for the CAAs for ELA and mathematics taken 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>
<td></td>
</tr>
<tr>
<td>• Scale scores</td>
<td>• Scale scores</td>
<td></td>
</tr>
<tr>
<td>• Achievement levels</td>
<td>• Achievement levels</td>
<td></td>
</tr>
<tr>
<td>• Scale score ranges</td>
<td>• Scale score and achievement level for previous years' assessments (if available)</td>
<td></td>
</tr>
<tr>
<td>• Scale score and achievement level for previous years' assessments (if available)</td>
<td>• State average</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>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>
</tbody>
</table>

**Legend**

2. Smarter Balanced performance levels for claims are Above Standard, Near Standard, and Below Standard.
3. Achievement levels for the CAAs are Level 1—Alternate, Level 2—Alternate, and Level 3—Alternate.
4. Performance levels for the STS are advanced, proficient, basic, below basic, and far below basic. Performance levels are not comparable across tests.
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Use and Distribution</th>
</tr>
</thead>
</table>
| The CAASPP Student Score Report—Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA) | This is a report in Spanish for the STS for RLA for the student’s grade level (grades two through eleven). It provides parents/guardians and teachers with the student’s results, presented in tables and graphs. Data presented include the following:  
  - Scale scores  
  - Performance levels  
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.  
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, students will receive two Student Score Reports (for CAASPP Smarter Balanced and the STS). | 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 or counselor and one is to be distributed by the LEA to parents/guardians. Additionally, PDF files of Student Score Reports for a grade in a selected school are available in TOMS.  
This report is presented in Spanish.  
For mailing, use a #10 left-hand window envelope. Fold the report in thirds so the address, if printed, will appear in the window. |

**Legend**  
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, Near Standard, and Below Standard.  
3 Achievement levels for the CAAs are Level 1—Alternate, Level 2—Alternate, and Level 3—Alternate.  
4 Performance levels for the STS 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 Grade Eleven

### Feature | Description
--- | ---
**Purpose** | To show a student’s achievement on California Assessment for Student Performance and Progress (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 school.

- The CAASPP Student Score Report for the **Smarter Balanced Summative Assessments** consists of a single two-sided page:
  - **Front**: Student scores
    - Student’s achievement levels and scale scores for the current year and previous year(s) on the content area assessment
    - A table showing the achievement levels for the claims or areas in English language arts/literacy (ELA) and mathematics
  - **Back**:
    - Student information and letter from the State Superintendent of Public Instruction
    - Descriptions of the CAASPP System and score meaning
    - For grade eleven, results for the Early Assessment Program (EAP) and, if the student was assigned to participate in the science field test, a description of the California Science Test (CAST) *(Results for students who took the CAST field test, in the form of preliminary indicators, will be available in the fall 2018.)*

**Action** | Local educational agencies (LEAs) must distribute 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. If the LEA receives the reports after the last day of instruction for the school year, the LEA shall make the report available to the parent or guardian no later than the first 20 working days of the next school year pursuant to *California Code of Regulations*, Title 5, Section 863. If the report was requested in Spanish, the Spanish version must be forwarded to the student’s parents/guardians; the English version is for the school. Schools may place the version they receive in the student’s cumulative folder.

**Focus** | Individual student’s results for ELA and mathematics
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 2017–18 claims and assessment targets, see Appendix B.

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

**Front Page, Content Area Section, Top: Content Area Summary on the Smarter Balanced Summative Assessments**

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Score summary banner</td>
<td>Summarizes the student’s scale score and achievement level for the content area. If the student did not test, this is indicated here with “Not Tested”.</td>
</tr>
</tbody>
</table>
| 2       | Progress summary | Describes the student’s progress based on his or her achievement level for the content area. For students in grades four through eight and grade eleven, possible outcomes are as follows:  
  - [Student name]’s score increased from last year, enough to reach a higher level.  
  - [Student name]’s score increased from last year, and is still in the same level.  
  - [Student name]’s score increased from last year, but not enough to reach a higher level.  
  - [Student name]’s score increased from last year, but not enough to keep in the same level. |
### Callout

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>• [Student name]’s score did not increase from last year, and is still in the same level.</td>
<td></td>
</tr>
<tr>
<td>• [Student name]’s score did not increase from last year, and is now in a lower level.</td>
<td></td>
</tr>
<tr>
<td>• [Student name]’s score decreased from last year, and is the same level.</td>
<td></td>
</tr>
<tr>
<td>• [Student name]’s score decreased from last year, and is now in a lower level.</td>
<td></td>
</tr>
</tbody>
</table>

For students in grade three or without a prior year’s score reported, possible outcomes are as follows:

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>• [Student name] exceeded the grade [number] standard for [content area].</td>
<td></td>
</tr>
<tr>
<td>• [Student name] met the grade [number] standard for [content area].</td>
<td></td>
</tr>
<tr>
<td>• [Student name] nearly met the grade [number] standard for [content area]. Please discuss with [Student name]’s teacher(s) ways to improve.</td>
<td></td>
</tr>
<tr>
<td>• [Student name] did not meet the grade [number] standard for [content area]. Please discuss with [Student name]’s teacher(s) ways to improve.</td>
<td></td>
</tr>
</tbody>
</table>

Students in grade eleven will see a message associated with their EAP and, if the student was assigned to participate in the CAST field test, the CAST. See the Additional Student Score Report Content for Students in Grade Eleven subsection for more information on the message(s).

### 3. Special condition (not shown)

If present, additional text will be included under the score history for the content area if the student did not receive a score for one of the following reasons:

- Student did not test due to medical emergency, parent/guardian exemption, or moved from a school before its selected testing window opened to a school after its selected testing window ended, and unknown reason why the student did not test.
Callout | Feature | Description
---|---|---
• [Student name] was exempt from taking the English language-arts/literacy assessment during this school year.

A caution message also will be included under the progress summary for one of the following reasons:
• Invalidated appeal for online tests
• Student observed cheating (paper-pencil tests only)
• Student earned the lowest obtainable scale score
• Student had an unlisted resource that changes the construct being measured (*California Code of Regulations*, Title 5, Section 835.8)

**Front Page, Content Area Section, Left: Student’s Results on the Smarter Balanced Summative Assessments**
### Table II.3 The Student Score Report for Smarter Balanced for ELA and Mathematics: Student Results Descriptions

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Overall results</td>
<td>Overall scale score indicator that places the student’s overall scale score within an achievement level on the Smarter Balanced Summative Assessment vertical scale score. The solid black circle designates the student’s scale score within the range of possible scores. The number near the solid black circle is the student’s exact scale score. A scale score is derived from a statistical process.</td>
</tr>
<tr>
<td>2.</td>
<td>Out of score range</td>
<td>Area outside the score range for that particular grade. This shading may be present above or below the maximum or minimum (or both) for any of the scale scores shown for the student.</td>
</tr>
<tr>
<td>3.</td>
<td>Previous-year’s score(s) (grades four, six, and seven only)</td>
<td>Graph(s) representing the student’s score and achievement level for a grade-level content-area test taken during a previous CAASPP administration.</td>
</tr>
<tr>
<td>4.</td>
<td>Current-year’s score</td>
<td>Graph representing the student’s score and achievement level for this year.</td>
</tr>
<tr>
<td>5.</td>
<td>Achievement levels</td>
<td>Shaded bar graph that represents the four achievement levels. 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 Program). Score ranges for each achievement level are different for each grade, and the standards for the next grade are more challenging than for the previous grade. As a result, an increase in the overall score may not mean a higher achievement level for the current year. The darkest gray color at the bottom of the bar represents Standard Not Met; the lightest gray color at the top of the bar represents Standard Exceeded.</td>
</tr>
</tbody>
</table>
Under certain circumstances, such as when a test was invalidated or when results are associated with a particular special condition code (such as C–Student Observed Cheating [paper-pencil tests only], LOSS–Lowest Obtainable Scale Score, or Approved Unlisted Resource, YES Change Construct), the following message will appear:

- [Student’s name]’s scores should be used with caution as the test was administered under conditions that may not represent [Student’s name]’s achievement.

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

- [Student’s name] did not take the [content area] assessment.
- [Student’s name] did not take the [content area] assessment. For additional information, please contact [student’s name]’s teacher(s) or school.
- [Student’s name] was exempt from taking the English language-arts/literacy assessment during this school year.
Front Page, Content Area Section, Right: Score Breakdowns

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

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Claims (Areas)</td>
<td>The questions on the tests are grouped into areas called claims. Claims are based on the content standards, which describe what students know and can do at each grade level relative to the overall Standard Met achievement level for his or her grade. The four claims for mathematics are combined into three areas for reporting purposes.</td>
</tr>
<tr>
<td>2</td>
<td>Performance</td>
<td>This section of the chart shows performance levels for the assessment’s claims; a check mark indicates how the student performed relative to that claim. The performance levels for the claims are Above Standard, Near Standard, and Below Standard. If the student did not take all the items needed to receive a score in that area, “No Score” will be shown.” These results by area are most useful to identify skills where a child is performing particularly well (Above Standard) or where a child is struggling and needs help to improve (Below Standard).</td>
</tr>
</tbody>
</table>
Callout  | Feature | Description
--- | --- | ---
3. | Score History | A chart provides data for the current and the previous year(s) for three metrics: student achievement level, student overall score, and state average score. Note that because state averages are updated each year, there might be slight differences in what is shown as the state average score from one year to the next.

**Table II.5 The Student Score Report for Smarter Balanced for ELA and Mathematics: Student Information Descriptions**

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
</table>
1. | Student identification | Information about the student.  
**Note:** The grade noted indicates the grade in which the student was enrolled at the start of testing. |
2. | Student’s mailing address | Student’s mailing address, if provided by the LEA. |
Callout | Feature | Description
--- | --- | ---
3. | School information | School and LEA name and the county/district/school code.
4. | Letter | Letter from the State Superintendent of Public Instruction explaining the purpose of the report.

**Back Page, Bottom: Additional Information**

**Statewide Assessments: One Measure of Sophia’s Progress**

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

**2.** What do my child’s scores mean?

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

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Standard Met Level 1</th>
<th>Standard Nearly Met Level 2</th>
<th>Standard Met Level 3</th>
<th>Standard Exceeded Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH LANGUAGE ARTS/LITERACY (ELA)</td>
<td>2131-2415</td>
<td>2416-2472</td>
<td>2473-2532</td>
<td>2533-2663</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>2204-2410</td>
<td>2411-2484</td>
<td>2485-2548</td>
<td>2549-2659</td>
</tr>
</tbody>
</table>

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

**3.** Where to Get Help and More Information

Go to [http://testscoreguide.org/ca/](http://testscoreguide.org/ca/) for more information, including:

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

Grade-by-grade practice tests are available on the CAASPP Web portal at [http://www.caaspp.org](http://www.caaspp.org).

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

**Table II.6 The Student Score Report for Smarter Balanced for ELA and Mathematics: Additional Information**

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Caution</td>
<td>Advice to parents/guardians about how to use these results.</td>
</tr>
<tr>
<td>2.</td>
<td>Score description</td>
<td>Details about scale score ranges and achievement levels.</td>
</tr>
<tr>
<td>3.</td>
<td>Additional information</td>
<td>Web addresses with information about CAASPP reporting, results, and practice tests.</td>
</tr>
</tbody>
</table>
Additional Student Score Report Content for Students in Grade Eleven

California Science Test
The Student Score Reports for students in grade eleven who were assigned to participate in the CAST field test include a section that describes the CAST.

Student Score Reports for students who did not test due to parent/guardian exemption (condition code PGE) will include the following message:

- [Student’s name] did not participate in the field test of the California Science Test (CAST).

Student Score Reports for students who did not test due to significant medical emergency and were not present for the entire testing window (condition code NTE) will include the following message:

- [Student’s name] did not participate in the field test of the California Science Test (CAST). For additional information, please contact [student’s name]’s teacher(s) or school.

Early Assessment Program (EAP)
The EAP is a joint program of the California Department of Education, California State University (CSU), and California Community Colleges (CCCs). The EAP provides students at the end of grade eleven with an early indication of their readiness for college-level English and mathematics prior to starting their senior year. CAASPP score reports will provide an indicator of their predicted readiness to take college-level courses in those subjects.

The score summary banner on the front page of the Student Score Report for grade eleven includes a statement of the student’s readiness for college-level coursework:

Bella’s overall score for 2018: 2525
Standard Nearly Met (Level 2)

Early Assessment Program (EAP) College Readiness***: Not yet demonstrating readiness for college-level coursework

Achievement levels are mapped to EAP status as follows:
Student Score Reports Descriptions
Student Score Reports for Smarter Balanced Summative Assessments in Grades Three, Four, Six, Seven, and Grade Eleven

- **Standard Exceeded**—Ready for English and/or mathematics college-level coursework.
- **Standard Met**—Conditionally Ready for English and/or mathematics college-level coursework. Students earning this status must take an approved English and/or mathematics course in grade twelve and receive a grade of “C-" or better to avoid being placed in the CSU’s Early Start Program or supported baccalaureate courses.
- **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.

The back page of the Student Score Report for grade eleven includes a description of the EAP and how the achievement levels are mapped to EAP status, and provides a Web address for the student to use for more information about college steps to take in the twelfth grade to be ready for college.
Sample of the Student Score Report for ELA and Mathematics

**Grade Four, Front**

### ENGLISH LANGUAGE ARTS/LITERACY (ELA)

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

- **Sophia’s score increased from last year, enough to reach a higher level.**

<table>
<thead>
<tr>
<th>Area of Performance</th>
<th>Below Standard</th>
<th>Near Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: How well does your child understand stories and information that he or she reads?</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Writing: How well does your child communicate in writing?</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Listening: How well does your child understand spoken information?</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

**Sophia’s Score History**

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>GRADE 3</th>
<th>GRADE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Score</td>
<td>2380</td>
<td>2421</td>
</tr>
<tr>
<td>State Average</td>
<td>2411</td>
<td>2622</td>
</tr>
</tbody>
</table>

### MATHEMATICS

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

- **Sophia’s score increased from last year, enough to reach a higher level.**

<table>
<thead>
<tr>
<th>Area of Performance</th>
<th>Below Standard</th>
<th>Near Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts &amp; Procedures: How well does your child use mathematical rules and skills?</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Problem Solving and Modeling &amp; Data Analysis: How well can your child show and apply problem-solving skills?</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Communicating Reasoning: How well can your child think logically and express thoughts in order to solve a problem?</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

**Sophia’s Score History**

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>GRADE 3</th>
<th>GRADE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Score</td>
<td>2404</td>
<td>2495</td>
</tr>
<tr>
<td>State Average</td>
<td>2422</td>
<td>2489</td>
</tr>
</tbody>
</table>

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

To see scale score ranges for all grades or for complete results for schools, districts, or across the state, visit the CADE CAASPP Results Web site at [https://caaspp.org/ca.gov](https://caaspp.org/ca.gov).
A Parent’s Guide to Sophia’s California Assessment of Student Performance and Progress (CAASPP) Score Report

CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

STUDENT ID #: 0991391616
GRADE: 4
DATE OF BIRTH: 04/01/2008
TEST DATE: Spring 2018

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

SCHOOL: California Elementary School
LEA: California Unified
CDS: 1764030600000

Dear Parent/Guardian of Sophia Jackson:

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

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

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

Sincerely,

Tom Torlakson
State Superintendent of Public Instruction

Statewide Assessments: One Measure of Sophia’s Progress

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

What do my child’s scores mean?

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

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Standard Met Level 1</th>
<th>Standard Nearly Met Level 2</th>
<th>Standard Met Level 3</th>
<th>Standard Exceeded Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>2131-2415</td>
<td>2416-2472</td>
<td>2473-2532</td>
<td>2533-2563</td>
</tr>
<tr>
<td>MATH</td>
<td>2204-2410</td>
<td>2411-2484</td>
<td>2485-2538</td>
<td>2546-2569</td>
</tr>
</tbody>
</table>

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

Where to Get Help and More Information

Go to http://www.caaspp.org for more information, including:

• Guide to reading and understanding the student score report.
• Parent Guide to the Smarter Balanced Summative Assessments with sample test items.
• Grade-by-grade practice tests are available on the CAASPP Web portal at http://www.caaspp.org

For complete results for schools, districts, or across the state, visit the CDE CAASPP Results Web site at https://caaspp.cde.ca.gov/
# Student Score Reports for Smarter Balanced Summative Assessments and the CAST in Grades Five and Eight

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To show a student’s achievement on California Assessment of Student Performance and Progress (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 school.</td>
</tr>
</tbody>
</table>
| **Format**    | The CAASPP Student Score Report for the Smarter Balanced Summative Assessments and California Science Test (CAST) consists of a single two-sided page:  
  - Front:  
    - Student scores, including the student’s achievement level and scale scores for the current year and previous year(s) for the Smarter Balanced Summative Assessments  
    - A table showing the achievement levels for the claims or areas in English language arts/literacy (ELA) and mathematics  
  - Back:  
    - Student information and letter from the State Superintendent of Public Instruction  
    - Descriptions of the CAASPP System and score meaning  
    - A description of the California Science Test (CAST) *(Results for students who took the CAST field test, in the form of preliminary indicators, will be available in the fall 2018.)* |
| **Action**    | Local educational agencies (LEAs) must distribute 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. If the LEA receives the reports after the last day of instruction for the school year, the LEA shall make the report available to the parent or guardian no later than the first 20 working days of the next school year pursuant to California Code of Regulations, Title 5, Section 863. If the report was requested in Spanish, the Spanish version must be forwarded to the student’s parents/guardians; the English version is for the school. Schools may place the version they receive in the student’s cumulative folder. |
| **Focus**     | Individual student’s results for ELA and mathematics |
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 2017–18 claims and assessment targets, see Appendix B.

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

*Front Page, Content Area Section, Top: Content Area Summary on the Smarter Balanced Summative Assessments*

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Score summary banner</td>
<td>Summarizes the student’s scale score and achievement level for the content area. If the student did not test, this is indicated here with “Not Tested”.</td>
</tr>
<tr>
<td>2.</td>
<td>Progress summary</td>
<td>Describes the student’s progress based on his or her achievement level for the content area. Possible outcomes for students in grades five and eight are as follows:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• [Student name]’s score increased from last year, enough to reach a higher level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• [Student name]’s score increased from last year, and is still in the same level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• [Student name]’s score increased from last year, but not enough to reach a higher level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• [Student name]’s score increased from last year, but not enough to keep in the same level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• [Student name]’s score did not increase from last year, and is still in the same level.</td>
</tr>
</tbody>
</table>
### Callout Feature Description

- “[Student name]’s score did not increase from last year, and is now in a lower level.”
- “[Student name]’s score decreased from last year, and is the same level.”
- “[Student name]’s score decreased from last year, and is now in a lower level.”

For students without a prior year’s score reported, possible outcomes are as follows:

- “[Student name] exceeded the grade [number] standard for [content area].”
- “[Student name] met the grade [number] standard for [content area].”
- “[Student name] nearly met the grade [number] standard for [content area]. Please discuss with [Student name]’s teacher(s) ways to improve.”
- “[Student name] did not meet the grade [number] standard for [content area]. Please discuss with [Student name]’s teacher(s) ways to improve.”

### Special condition (not shown)

If present, additional text will be included under the score history for the content area if the student did not receive a score for one of the following reasons:

- Student did not test due to medical emergency, parent/guardian exemption, or moved from a school before its selected testing window opened to a school after its selected testing window ended, and unknown reason why the student did not test.
- “[Student name] was exempt from taking the English language-arts/literacy assessment during this school year.”

A caution message also will be included under the progress summary for one of the following reasons:

- Invalidated appeal for online tests
- Student observed cheating (paper-pencil tests only)
- Student earned the lowest obtainable scale score
- Student had an unlisted resource that changes the construct being measured (California Code of Regulations, Title 5, Section 835.8)
Table II.8 The Student Score Report for Smarter Balanced for ELA and Mathematics, and Science: Student Results Descriptions

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Overall results</td>
<td>Overall scale score indicator that places the student’s overall scale score within an achievement level on the Smarter Balanced Summative Assessment vertical scale score. The solid black circle designates the student’s scale score within the range of possible scores. The number near the solid black circle is the student’s exact scale score. A scale score is derived from a statistical process.</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Out of score range</td>
<td>Area outside the score range for that particular grade. This shading may be present above or below the maximum or minimum (or both) for any of the scale scores shown for the student.</td>
<td></td>
</tr>
</tbody>
</table>
### Callout Feature Descriptions

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Previous-year’s score(s)</td>
<td>Graph(s) representing the student’s score and achievement level for a grade-level content-area test taken during a previous CAASPP administration.</td>
</tr>
<tr>
<td>4.</td>
<td>Current-year’s score</td>
<td>Graph representing the student’s score and achievement level for this year.</td>
</tr>
</tbody>
</table>
| 5. | Achievement levels | Shaded bar graph that represents the 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 Program).

Score ranges for each achievement level are different for each grade, and the standards for the next grade are more challenging than for the previous grade. As a result, an increase in the overall score may not mean a higher achievement level for the current year.

The darkest gray color at the bottom of the bar represents Standard Not Met; the lightest gray color at the top of the bar represents Standard Exceeded.

Under certain circumstances, such as when a test was invalidated or when results are associated with a particular special condition code (such as **C–Student Observed Cheating [paper-pencil tests only]**, **LOSS–Lowest Obtainable Scale Score or Approved Unlisted Resource**, **YES Change Construct**), the following message will appear:

- [Student’s name]’s scores should be used with caution as the test was administered under conditions that may not represent [Student name]’s achievement.

If the score was unable to be reported, this is noted as one of the following:
[Student’s name] did not take the [content area] assessment.

[Student’s name] did not take the [content area] assessment. For additional information, please contact [student’s name]’s teacher(s) or school.

[Student’s name] was exempt from taking the English language-arts/literacy assessment during this school year.

### Front Page, Content Area Section, Right: Score Breakdowns

![Score Breakdowns Image]

**Table II.9 The Student Score Report for Smarter Balanced for ELA and Mathematics, and Science: Student Information Descriptions, ELA and Mathematics**

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Claims (Areas)</td>
<td>The questions on the tests are grouped into areas called claims. Claims are based on the content standards, which describe what students know and can do at each grade level relative to the overall Standard Met achievement level for his or her grade. The four claims for mathematics are combined into three areas for reporting purposes.</td>
</tr>
</tbody>
</table>
### Callout

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Performance</strong></td>
<td>This section of the chart shows performance levels for the assessment’s claims; a check mark indicates how the student performed relative to that claim. The performance levels for the claims are Above Standard, Near Standard, and Below Standard. If the student did not take all the items needed to receive a score in that area, “No Score” will be shown. These results by area are most useful to identify skills where a child is performing particularly well (Above Standard) or where a child is struggling and needs help to improve (Below Standard).</td>
</tr>
<tr>
<td><strong>3. Score History</strong></td>
<td>A chart provides data for the current and the previous year(s) for three metrics: student achievement level, student overall score, and state average score. Note that because state averages are updated each year, there might be slight differences in what is shown as the state average score from one year to the next.</td>
</tr>
</tbody>
</table>

---

**Back Page, Top: Student Information**


CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

Dear Parent/Guardian of Matthew Martin:

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

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

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

Sincerely,

[Signature]

Tom Torlakson
State Superintendent of Public Instruction

---

1. STUDENT ID #: 9999199926
   DATE OF BIRTH: 04/01/2007
   TEST DATE: Spring 2018

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

3. SCHOOL: California Elementary School
   LEA: California Unified
   CDS: 17640366000000
Table II.10  The Student Score Report for Smarter Balanced for ELA and Mathematics, and Science: Student Information Descriptions

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1.      | Student identification         | Information about the student.  
*Note:* The grade noted indicates the grade in which the student was enrolled at the start of testing. |
| 2.      | Student’s mailing address      | Student’s mailing address, if provided by the LEA.                                                                                     |
| 3.      | School information             | School and LEA name and the county/district/school code.                                                                                  |
| 4.      | Letter                         | Letter from the State Superintendent of Public Instruction explaining the purpose of the report.                                          |

Back Page, Middle: Additional Information

Statewide Assessments: One Measure of Matthew’s Progress

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

*What do my child’s scores mean?*
There are four levels of scores for ELA and mathematics for 5th grade. Achievement levels “Standard Met” and “Standard Exceeded” are the state targets for all students.

Grade 5

<table>
<thead>
<tr>
<th></th>
<th>Standard Not Met Level 1</th>
<th>Standard Nearly Met Level 2</th>
<th>Standard Met Level 3</th>
<th>Standard Exceeded Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH LANGUAGE ARTS/LITERACY (ELA)</td>
<td>2201-2441</td>
<td>2442-2501</td>
<td>2502-2581</td>
<td>2582-2701</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>2219-2454</td>
<td>2455-2527</td>
<td>2526-2578</td>
<td>2579-2700</td>
</tr>
</tbody>
</table>

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

Where to Get Help and More Information

Go to [http://testscoreguide.org/california](http://testscoreguide.org/california) for more information, including: 
• Guide to reading and understanding the student score report.
• Parent Guide to the Smarter Balanced Summative Assessments with sample test items.

Grade-by-grade practice tests are available on the CAASPP Web portal at [http://www.caaspp.org](http://www.caaspp.org). For complete results for schools, districts, or across the state, visit the CDE CAASPP Results Web site at [https://caaspp.cde.ca.gov](https://caaspp.cde.ca.gov).
Table II.11 The Student Score Report for Smarter Balanced for ELA and Mathematics, and Science: Additional Information

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Caution</td>
<td>Advice to parents/guardians about how to use these results.</td>
</tr>
<tr>
<td>2.</td>
<td>Score description</td>
<td>Details about scale score ranges and achievement levels.</td>
</tr>
<tr>
<td>3.</td>
<td>Additional information</td>
<td>Web addresses with information about CAASPP reporting, results, and practice tests.</td>
</tr>
</tbody>
</table>

**Back Page, Bottom: Information about the California Science Test (CAST)**

The Student Score Reports for students in grades five and eight include a section that describes the CAST.

![California Science Test (CAST) for Grade 5](image)

Student Score Reports for students who did not test due to parent/guardian exemption (condition code PGE) will include the following message:

- [Student’s name] did not participate in the field test of the California Science Test (CAST).

Student Score Reports for students who did not test due to significant medical emergency and were not present for the entire testing window (condition code NTE) will include the following message:

- [Student’s name] did not participate in the field test of the California Science Test (CAST). For additional information, please contact [student’s name]’s teacher(s) or school.
Sample of the Student Score Report for ELA and Mathematics, and Science

Grade Five, Front

CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

STUDENT ID: 999999999
GRADE: 5
DATE OF BIRTH: 04/01/2007
TEST DATE: Spring 2018

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

SCHOOL: California Elementary School
LEA: California Unified
CDE: 176490000000

Dear Parent/Guardian of Matthew Martin:

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

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

Sincerely,

Tom Torlakson
State Superintendent of Public Instruction

Statewide Assessments: One Measure of Matthew's Progress

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

What do my child's scores mean?
There are four levels of scores for ELA and mathematics for fifth grade. Achievement levels “Standard Met” and “Standard Exceeded” are the state targets for all students.

<table>
<thead>
<tr>
<th>Grade 5</th>
<th>Standard Met Level 1</th>
<th>Standard Nearly Met Level 2</th>
<th>Standard Met Level 3</th>
<th>Standard Exceeded Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>2201-2441</td>
<td>2442-2501</td>
<td>2502-2591</td>
<td>2592-2701</td>
</tr>
<tr>
<td>MATH</td>
<td>2219-2454</td>
<td>2455-2527</td>
<td>2528-2578</td>
<td>2570-2700</td>
</tr>
</tbody>
</table>

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

Where to Get Help and More Information

Go to http://testscoreguide.caaspp.org for more information, including:
- How to reading and understanding the student score report.
- Parent Guide to the Smarter Balanced Summative Assessments with sample test items.
- Grade-by-grade practice tests are available on the CAASPP Web portal at http://www.caaspp.org.

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

California Science Test (CAST) for Grade 5

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

Much like California's standards in mathematics and English language arts literacy, these new standards will give students an up-to-date science education and equip them with the ability to think critically, analyze information, and solve complex problems. The field test is meant to evaluate test questions, as well as help students and schools become familiar with the new standards and content.
# Student Score Reports for the CAAs in Grades Three, Four, Six, Seven, and Grade Eleven

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To show a student’s achievement on California Assessment of Student Performance and Progress (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 school.</td>
</tr>
</tbody>
</table>
| **Format** | The CAASPP Student Score Report for the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics consists of a single two-sided page:  
  - **Front:**  
    - Student scores, including the student’s achievement level and scale scores for the current year and previous year(s) on the content area assessment  
  - **Back:**  
    - Student information and letter from the State Superintendent of Public Instruction  
    - Descriptions of the CAAs for ELA and mathematics, score meaning, and scale score ranges  
    - A list of Web sites to visit for additional information  
    - For grade eleven report, a description of the CAA for Science if the student was assigned to participate in the science pilot (*Results for students who took the CAA for Science pilot, in the form of preliminary indicators, will be available in the fall 2018.*) |
| **Action** | Local educational agencies (LEAs) must distribute 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. If the LEA receives the reports after the last day of instruction for the school year, the LEA shall make the report available to the parent or guardian no later than the first 20 working days of the next school year pursuant to *California Code of Regulations*, Title 5, Section 863. If the report was requested in Spanish, the Spanish version must be forwarded to the student’s parents/guardians; the English version is for the school. Schools may place the version they receive in the student’s cumulative folder. |
| **Focus** | Individual student’s results for ELA and mathematics |

Data displayed on the samples in this guide are for demonstration purposes only. Student Score Report samples may include minor variances from actual reports.
Explanation of the Student Score Report for ELA and Mathematics

Front Page, Content Area Section, Top: Content Area Summary on the CAAs

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Score summary banner</td>
<td>Summarizes the student’s scale score and performance level for the content area, either ELA or mathematics. If the student was eligible to take the CAAs and did not test, this is indicated here with “Not Tested” or “No score is reported.”</td>
</tr>
</tbody>
</table>
| 2.      | Performance summary | Describes the student’s achievement level for the content area, either ELA or mathematics. Possible outcomes are as follows:  
- [Student] showed understanding of core concepts in [content area].  
- [Student] showed foundational understanding of core concepts in [content area].  
- [Student] showed limited understanding of core concepts in [content area].  

Under certain circumstances, such as when a test was invalidated or when results are associated with a particular special condition (such as Approved Unlisted Resource, YES Change Construct), the following message will appear:  
- [Student’s name]’s scores should be used with caution as the test was administered under conditions that may not represent [Student name]’s achievement. |
<table>
<thead>
<tr>
<th>Callout Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>When results are associated with a particular special condition code related to his or her score (such as, INC0 – Incomplete Test/Lowest Obtainable Scale Score; INC1 – Incomplete Test/Lowest Obtainable Scale Score +1), the following message will appear:</td>
<td></td>
</tr>
<tr>
<td>• [Student’s name]’s scores should be used with caution since there were not enough questions answered to represent [Student name]’s achievement.</td>
<td></td>
</tr>
<tr>
<td>If the score was unable to be reported, this is noted as one of the following:</td>
<td></td>
</tr>
<tr>
<td>• [Student’s name] did not take the [content area] assessment.</td>
<td></td>
</tr>
<tr>
<td>• [Student’s name] did not take the [content area] assessment. For additional information, please contact [student’s name]’s teacher(s) or school.</td>
<td></td>
</tr>
<tr>
<td>• [Student name] was exempt from taking the English language-arts/literacy assessment during this school year.</td>
<td></td>
</tr>
</tbody>
</table>
Front Page, Content Area Section, Left: Student’s Results on the CAAs

Table II.13 The Student Score Report for the CAAs for ELA and Mathematics: Student Results Descriptions

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Overall results</td>
<td>Overall scale score indicator that places the student’s overall scale score within an achievement level on the CAA for ELA or mathematics scale score range. The solid black circle designates the student’s scale score within the range of possible scores. A scale score is derived from a statistical process.</td>
</tr>
<tr>
<td>2.</td>
<td>Previous-year’s score (grades four, six, and seven only)</td>
<td>Graph representing the student’s score and achievement level for a grade-level ELA or mathematics test taken during a previous CAASPP administration.</td>
</tr>
<tr>
<td>3.</td>
<td>Current-year’s score</td>
<td>Graph representing the student’s score and achievement level for this year.</td>
</tr>
<tr>
<td>4.</td>
<td>Achievement</td>
<td>Shaded bar graph that represents the three achievement levels of Level 1—Alternate, Level 2—Alternate, and Level 3—Alternate. Because these are based on different academic standards, these scores cannot be compared</td>
</tr>
</tbody>
</table>
Callout

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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 Program). The scale scores for each grade are the same for both ELA and mathematics assessments. The darkest gray color at the bottom of the bar represents Level 1—Alternate; the lightest gray color at the top of the bar represents Level 3—Alternate.</td>
</tr>
</tbody>
</table>

Front Page, Content Area Section, Right: Score History

This section shows a chart that provides data for the current and the previous year(s) for three metrics: student achievement level, student overall score, and state average score for the CAA for ELA or mathematics. Note that because state averages are updated each year, there might be slight differences in what is shown as the state average score from one year to the next.
Table II.14 The Student Score Report for the CAAs for ELA and Mathematics: Student Information Descriptions

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student identification</td>
<td>Information about the student. <strong>Note</strong>: The grade noted indicates the grade in which the student was enrolled at the start of testing. For students in ungraded programs, test examiners assigned a grade for testing at the time of testing based on the student’s age as of September 1, 2017.</td>
</tr>
<tr>
<td>2</td>
<td>Student’s mailing address</td>
<td>Student’s mailing address, if provided by the LEA.</td>
</tr>
<tr>
<td>3</td>
<td>School information</td>
<td>School and LEA name and the county/district/school code.</td>
</tr>
<tr>
<td>4</td>
<td>Letter</td>
<td>Letter from the State Superintendent of Public Instruction explaining the purpose of the report.</td>
</tr>
</tbody>
</table>
### Table II.15  The Student Score Report for the CAAs for ELA and Mathematics: Additional Information

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>About the CAAs</td>
<td>This section describes, in more detail, the CAAs for ELA and mathematics and provides information about where to go on the Internet for additional information.</td>
</tr>
<tr>
<td>2.</td>
<td>Score description</td>
<td>Details about CAA for ELA and mathematics scale score ranges and achievement levels.</td>
</tr>
<tr>
<td>3.</td>
<td>Additional information</td>
<td>Web addresses with information including more information about CAA for ELA and mathematics reporting, results, and practice tests.</td>
</tr>
</tbody>
</table>
Additional Student Score Report Content for Students in Grade Eleven

CAA for Science
The Student Score Reports for students in grade eleven who were assigned to participate in the CAA for Science pilot include a section that describes the CAA for Science.

Student Score Reports for students who did not test due to parent/guardian exemption (condition code PGE) will include the following message:

- [Student’s name] did not participate in the pilot test of the California Alternate Assessment (CAA) for Science.

Student Score Reports for students who did not test due to significant medical emergency and were not present for the entire testing window (condition code NTE) will include the following message:

- [Student’s name] did not participate in the pilot test of the California Alternate Assessment (CAA) for Science. For additional information, please contact [student’s name]’s teacher(s) or school.
Sample of the Student Score Report for the CAAs

**Grade Six, Front**

Matthew's Grade 6 Results on the California Alternate Assessments (CAAs)

**CAA ENGLISH LANGUAGE ARTS/LITERACY (ELA)**
Matthew's overall score for 2018: 647
Level 2—Alternate
Matthew showed foundational understanding of core concepts in English language arts/literacy, such as identifying the main idea of a story.

**Mathew's Score History**

<table>
<thead>
<tr>
<th>Grade</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
<th>GRADE 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3—Alternate</td>
<td>547</td>
<td>647</td>
<td></td>
</tr>
<tr>
<td>Level 2—Alternate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1—Alternate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Average*</td>
<td>438</td>
<td>538</td>
<td>638</td>
</tr>
</tbody>
</table>

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

**CAA MATHEMATICS**
Matthew's overall score for 2018: Not Tested
Matthew did not take the mathematics assessment. For additional information, please contact Matthew's teacher(s) or school.

**Mathew's Score History**

<table>
<thead>
<tr>
<th>Grade</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
<th>GRADE 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3—Alternate</td>
<td>545</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2—Alternate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1—Alternate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Average*</td>
<td>453</td>
<td>553</td>
<td>632</td>
</tr>
</tbody>
</table>

* Students in ungraded programs are assigned a grade for testing purposes based on the student’s date of birth. To see scale scores ranges for all grades or for complete results for schools, districts, or across the state, visit the CDE CAASPP Results Web site at [http://data.caaspp.org](http://data.caaspp.org).

**Note:** * and ** are used to denote specific information or notes related to the score report.
Grade Six, Back


California Department of Education (CDE)

Student ID #: 99999999935
DATE OF BIRTH: 04/01/2006
GRADE: 6
TEST DATE: Spring 2018

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

SCHOOL: California Middle School
LEA: California Unified
CDS: 17040300000000

Dear Parent/Guardian of Matthew Mitchell:
This report shows how Matthew scored on the California Alternate Assessments (CAAs) for English language arts/literacy and mathematics. The CAAs, a part of the California Assessment of Student Performance and Progress (CAASPP) System, are tests based on alternate achievement standards, which are appropriate for students with the most significant cognitive disabilities. These results are one measure of Matthew’s academic performance. They should be viewed with other information—such as progress on individualized education program (IEP) goals, assignments, and teacher conferences. Students achieve more when their parents are involved in their learning. Please use the resources outlined below to find out more about how you can help Matthew continue to make progress.

Sincerely,
Tom Torlakson
State Superintendent of Public Instruction

Statewide Assessments: One Measure of Matthew’s Progress

What are the California Alternate Assessments?
The California Alternate Assessments (CAAs) are online tests for eligible students with individualized education programs (IEPs) that designate the use of an alternate assessment to measure student progress on alternate achievement standards.

These tests give students the opportunity to demonstrate their learning by taking a test aligned for their grade level. Working with a teacher, Matthew was encouraged to complete items as independently as possible. Matthew had an opportunity to answer questions representing different levels of complexity, which helps to demonstrate what Matthew knows and can do. Like other California Assessment of Student Performance and Progress (CAASPP) tests, the CAAs offer accessibility tools according to the needs of each student as described in their IEP or Section 504 plan.

What are the score ranges for each level?
There are three levels of scores for ELA and mathematics:

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Level 1—Alternate</th>
<th>Level 2—Alternate</th>
<th>Level 3—Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAA English Language Arts/Literacy (ELA)</td>
<td>600-644</td>
<td>645-659</td>
<td>660-699</td>
</tr>
<tr>
<td>CAA Mathematics</td>
<td>600-644</td>
<td>645-659</td>
<td>660-699</td>
</tr>
</tbody>
</table>

Where to Get Help and More Information

Go to https://www.cde.ca.gov/ta/tg/ca/caasppinfo.asp for more information, including Parent/Guardian’s Guide to the California Alternate Assessments.

A two-page guide to help you understand the CAASPP student score report is available at https://www.cde.ca.gov/ta/tg/ca/caasppinfo.asp.

Grade-by-content practice tests are available on the CAASPP Web portal at http://www.caaspp.org. For a detailed description of performance level descriptors (PLDs), please visit the CAA PLD Web page at https://www.cde.ca.gov/ta/tg/ca/caaspld.asp.

For complete results for schools, districts, or across the state, visit the CDE CAASPP Results Web site at https://caaspp.cde.ca.gov.
### Student Score Reports for the CAAs for ELA, Mathematics, and Science in Grades Five and Eight

#### Feature | Description
--- | ---
**Purpose** | To show a student's performance on the California Assessment of Student Performance and Progress (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 school.

**Format** | The CAASPP Student Score Report for the CAAs for ELA and mathematics, and science consists of a single two-sided page:
- Front: Student scores, including the student’s achievement level and scale scores for the current year and previous year on the content area assessment
- Back:
  - Student information and letter from the State Superintendent of Public Instruction.
  - Descriptions of the CAAs for English language arts/literacy (ELA) and mathematics, score meaning, and scale score ranges
  - A list of Web sites to visit for additional information
  - A description of the CAA for Science (Results for students who took the CAA for Science pilot, in the form of preliminary indicators, will be available in the fall 2018.)

**Action** | Local educational agencies (LEAs) must distribute 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. If the LEA receives the reports after the last day of instruction for the school year, the LEA shall make the report available to the parent or guardian no later than the first 20 working days of the next school year pursuant to California Code of Regulations, Title 5, Section 863. If the report was requested in Spanish, the Spanish version must be forwarded to the student’s parents/guardians; the English version is for the school. Schools may place the version they receive in the student’s cumulative folder.

**Focus** | Individual student’s results for ELA and mathematics

Data displayed on the samples in this guide are for demonstration purposes only. Student Score Report samples may include minor variances from actual reports.
# Explanation of the Student Score Report for ELA and Mathematics, and Science

## Front Page, Content Area Section: Content Area Summary on the CAAs for ELA and Mathematics

### Table II.16 The Student Score Report for CAAs for ELA and Mathematics and Science: Summary of Student Results

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Score summary banner</td>
<td>Summarizes the student’s scale score and performance level for the content area, either ELA or mathematics. If the student was eligible to take the CAAs and did not test, this is indicated here with “Not Tested” or “No score is reported.”</td>
</tr>
</tbody>
</table>
| 2       | Performance summary              | Describes the student’s achievement level for the content area, either ELA or mathematics. Possible outcomes are as follows:  
  - [Student] showed understanding of core concepts in [content area].  
  - [Student] showed foundational understanding of core concepts in [content area].  
  - [Student] showed limited understanding of core concepts in [content area].  
  Under certain circumstances, such as when a test was invalidated or when results are associated with a particular special condition (such as Approved Unlisted Resource, YES Change Construct), the following message will appear:  
  - [Student’s name]’s scores should be used with caution as the test was administered under conditions that may not represent [Student name]’s achievement.                                                                                                                                                                                                                                                                                                                                 |
<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>When results are associated with a particular special condition code related to his or her score (such as, INC0 – Incomplete Test/Lowest Obtainable Scale Score; INC1 – Incomplete Test/Lowest Obtainable Scale Score +1), the following message will appear:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• [Student’s name]’s scores should be used with caution since there were not enough questions answered to represent [Student’s name]’s achievement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the score was unable to be reported, this is noted as one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• [Student’s name] did not take the [content area] assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• [Student’s name] did not take the [content area] assessment. For additional information, please contact [student’s name]’s teacher(s) or school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• [Student name] was exempt from taking the English language-arts/literacy assessment during this school year.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Front Page, Content Area Section, Left: Student’s Results on the CAAs for ELA and Mathematics**

![Image of student score report]

---

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May 2018
### Table II.17 The Student Score Report for CAA for ELA and Mathematics, and Science: Student Results Descriptions for ELA and Mathematics

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Overall results</td>
<td>Overall scale score indicator that places the student’s overall scale score within an achievement level on the CAA for ELA or mathematics scale score range. The solid black circle designates the student’s scale score within the range of possible scores. A scale score is derived from a statistical process.</td>
</tr>
<tr>
<td>2.</td>
<td>Previous-year’s score (grades four, six, and seven only)</td>
<td>Graph representing the student’s score and achievement level for a grade-level ELA or mathematics test taken during a previous CAASPP administration.</td>
</tr>
<tr>
<td>3.</td>
<td>Current-year’s score</td>
<td>Graph representing the student’s score and achievement level for this year.</td>
</tr>
<tr>
<td>4.</td>
<td>Achievement</td>
<td>Shaded bar graph that represents the three achievement levels of Level 1—Alternate, Level 2—Alternate, and Level 3—Alternate. 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 Program). The scale scores for each grade are the same for both ELA and mathematics assessments. The darkest gray color at the bottom of the bar represents Level 1—Alternate; the lightest gray color at the top of the bar represents Level 3—Alternate.</td>
</tr>
</tbody>
</table>

---

**Front Page, Content Area Section, Right: Score History**

![Score History](image_url)
This section shows a chart that provides data for the current and the previous year(s) for three metrics: student achievement level, student overall score, and state average score for the CAA for ELA or mathematics. Note that because state averages are updated each year, there might be slight differences in what is shown as the state average score from one year to the next.

**Back Page, Top: Student Information**

![Student Score Report](image)

**Table II.18 The Student Score Report for the CAAs for ELA and Mathematics and Science: Student Information Descriptions**

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student identification</td>
<td>Information about the student. <strong>Note:</strong> The grade noted indicates the grade in which the student was enrolled at the start of testing. For students in ungraded programs, test examiners assigned a grade for testing at the time of testing based on the student’s age as of September 1, 2017.</td>
</tr>
<tr>
<td>2.</td>
<td>Student’s mailing address</td>
<td>Student’s mailing address, if provided by the LEA.</td>
</tr>
<tr>
<td>3.</td>
<td>School information</td>
<td>School and LEA name and the county/district/school code.</td>
</tr>
<tr>
<td>4.</td>
<td>Letter</td>
<td>Letter from the State Superintendent of Public Instruction explaining the purpose of the report.</td>
</tr>
</tbody>
</table>
Table II.19 The Student Score Report for the CAAs for ELA and Mathematics and Science: Additional Information, ELA and Mathematics

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>About the CAAs</td>
<td>This section describes, in more detail, the CAAs for ELA and mathematics and provides information about where to go on the Internet for additional information.</td>
</tr>
<tr>
<td>2.</td>
<td>Score description</td>
<td>Details about CAA for ELA and mathematics scale score ranges and achievement levels.</td>
</tr>
<tr>
<td>3.</td>
<td>Additional information</td>
<td>Web addresses with information including more information about CAA for ELA and mathematics reporting, results, and practice tests.</td>
</tr>
</tbody>
</table>
**Back Page, Bottom: Information About the CAA for Science**

The Student Score Reports for students in grades five and eight include a section that describes the CAA for Science.

```
California Alternate Assessment Science for Grade 8

This year, students in the eighth grade participated in the 2018 pilot of the California Alternate Assessment (CAA) for Science.

Like the CAAs for mathematics and English language arts/literacy, the CAA for Science will give students the opportunity to demonstrate their learning by taking a test aligned to their grade-level content. The pilot test is meant to evaluate test questions, as well as help students and schools become familiar with new standards and content.
```

Student Score Reports for students who did not test due to parent/guardian exemption (condition code PGE) will include the following message:

- [Student’s name] did not participate in the pilot test of the California Alternate Assessment (CAA) for Science.

Student Score Reports for students who did not test due to significant medical emergency and were not present for the entire testing window (condition code NTE) will include the following message:

- [Student’s name] did not participate in the pilot test of the California Alternate Assessment (CAA) for Science. For additional information, please contact [student’s name]’s teacher(s) or school.
Sample of the Student Score Report for the CAAs for ELA and Mathematics, and Science

Grade Eight, Front

CAAs English Language Arts/Literacy (ELA)

Austin’s overall score for 2018: 852
Level 2—Alternate

Austin showed foundational understanding of core concepts in English language arts/literacy, such as identifying an author’s perspective on a topic.

Austin’s Score History

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level 2—Alternate</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2—Alternate</td>
<td>651</td>
<td>747</td>
<td>852</td>
</tr>
</tbody>
</table>

We encourage you to review the results of this assessment with your child’s teacher and other members of your child’s individualized education program team.

CAAs Mathematics

Austin’s overall score for 2018: 840
Level 1—Alternate

Austin showed limited understanding of core concepts in mathematics, such as solving linear equations with variables.

Austin’s Score History

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level 1—Alternate</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1—Alternate</td>
<td>635</td>
<td>741</td>
<td>840</td>
</tr>
</tbody>
</table>

We encourage you to review the results of this assessment with your child’s teacher and other members of your child’s individualized education program team.

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

**Students in unscored programs are assigned a grade for testing purposes based on the student’s date of birth.

To see state score ranges for all grades or for complete results for schools, districts, or across the state, visit the CDE CAASPP Results Web site at https://caaspp.org/casr/.
## A Parent's Guide to Austin’s California Assessment of Student Performance and Progress (CAASPP) Score Report

**CALIFORNIA DEPARTMENT OF EDUCATION (CDE)**

**STUDENT ID #: 99999999943**

**GRADE:** 8

**DATE OF BIRTH:** 04/01/2004

**FOR THE PARENT/GUARDIAN OF:**

**AUSTIN RUSSELL**

1234 MAIN STREET

YOUR CITY, CA 12345

**SCHOOL:** California Middle School

**LEA:** California Unified

**CDS:** 17645300000000

---

**Dear Parent/Guardian of Austin Russell:**

This report shows how Austin scored on the California Alternate Assessments (CAAs) for English language arts/literacy and mathematics. The CAAs are part of the California Assessment of Student Performance and Progress (CAASPP) System, and are tests based on alternate achievement standards, which are appropriate for students with the most significant cognitive disabilities. These results are one measure of Austin’s academic performance. They should be viewed with other information—such as progress on individualized education program (IEP) goals, assignments, and teacher conferences. Students achieve more when their parents are involved in their learning. Please use the resources outlined below to find out more about how you can help Austin continue to make progress.

Sincerely,

[Signature]

Tori Torlakson

State Superintendent of Public Instruction

---

### Statewide Assessments: One Measure of Austin’s Progress

**What are the California Alternate Assessments?**

The California Alternate Assessments (CAAs) are online tests for eligible students with individualized education programs (IEPs) that designate the use of an alternate assessment to measure student progress or alternate achievement standards.

These tests give students the opportunity to demonstrate their learning by taking a test aligned for their grade level. Working with a teacher, Austin was encouraged to complete items as independently as possible. Austin had an opportunity to answer questions representing different levels of complexity, which helps to demonstrate what Austin knows and can do. Like other California Assessment of Student Performance and Progress (CAASPP) tests, the CAAs offer accessibility tools according to the needs of each student as described in their IEP or Section 504 plan.

**What are the score ranges for each level?**

There are three levels of scores for ELA and mathematics:

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Level 1—Alternate</th>
<th>Level 2—Alternate</th>
<th>Level 3—Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAA ENGLISH LANGUAGE ARTS/LITERACY (ELA)</td>
<td>800-844</td>
<td>845-859</td>
<td>860-899</td>
</tr>
<tr>
<td>CAA MATHEMATICS</td>
<td>000-844</td>
<td>045-059</td>
<td>060-090</td>
</tr>
</tbody>
</table>

---

### Where to Get Help and More Information

Go to [https://www.cde.ca.gov/tt/ta/coalassess.asp](https://www.cde.ca.gov/tt/ta/coalassess.asp) for more information, including Parent/Guardian’s Guide to the California Alternate Assessments.

A two-page guide to help you understand the CAASPP student score report is available at [https://www.cde.ca.gov/ta/tg/caasppscore.asp](https://www.cde.ca.gov/ta/tg/caasppscore.asp).


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

---

### California Alternate Assessment Science for Grade 8

This year, students in the eighth grade participated in the 2018 pilot of the California Alternate Assessment (CAA) for Science.

Like the CAAs for mathematics and English language arts/literacy, the CAA for Science will give students the opportunity to demonstrate their learning by taking a test aligned to their grade-level content. The pilot test is meant to evaluate test questions, as well as help students and schools become familiar with new standards and content.
# Student Score Reports for the STS in Grades Two Through Eleven

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To show a student’s achievement on California Assessment of Student Performance and Progress (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 school.</td>
</tr>
</tbody>
</table>
| **Format** | The CAASPP Student Score Report for the Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA) consists of a single one-sided page:  
- Front:  
  - Student information and letter from the State Superintendent of Public Instruction  
  - Descriptions of the CAASPP System and score meaning  
  - Student scores, including the student’s performance level and scale scores |
| **Action** | Local educational agencies (LEAs) must distribute 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. If the LEA receives the reports after the last day of instruction for the school year, the LEA shall make the report available to the parent or guardian no later than the first 20 working days of the next school year pursuant to California Code of Regulations, Title 5, Section 863. Schools may place the version they receive in the student’s cumulative folder. |
| **Focus** | Individual student’s results for STS |

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.20  The Student Score Report for the STS for RLA: Student Information Descriptions

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1.      | Student identification | Information about the student.  
  *Note:* The grade noted indicates the grade in which the student was enrolled at the start of testing. |
| 2.      | Student’s mailing address | Student’s mailing address, if provided by the LEA. |
| 3.      | School information | School and LEA name and the county/district/school code. |
| 4.      | Letter | Letter from the State Superintendent of Public Instruction explaining the purpose of the report. |
## Front Page, Middle: Student’s Results on the STS for RLA

![Student Score Report Example](image.png)

### Table II.21 The Student Score Report for the STS for RLA: Student Results Descriptions

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Score</td>
<td>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.</td>
</tr>
</tbody>
</table>
| 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:  
- [Test title] was not scored as [student’s name] did not answer a sufficient number of questions to produce a score. |
Front Page, Bottom: Description of the STS

Resultados de Matthew en las Pruebas basadas en los estándares en español

Las pruebas STS de lengua y literatura son pruebas de opción múltiple en español, y están disponibles para los grados segundo al onceavo. Las agencias de educación locales (LEA) tienen la opción de aplicar las pruebas a los estudiantes del idioma inglés que hablan español (EL), que estén recibiendo instrucción en español, o que hayan estado inscritos durante menos de 12 meses en una escuela de los Estados Unidos, cuando comenzaron las pruebas en primavera.

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

Grade Nine, Front

Resultados de Matthew en las Pruebas en español basadas en los estándares de California

LENGUA Y LITERATURA (RLA)

La calificación de Matthew es 550 - Avanzado

La calificación de 550 de Matthew está en el nivel Avanzado de Pruebas en español basadas en los estándares de California. California utiliza cinco niveles de rendimiento para reportar el progreso de los estudiantes en las pruebas STS. La meta es que todos los estudiantes de California obtengan calificaciones a nivel proficiente o superior.

Resultados de Matthew en las Pruebas basadas en los estándares en español

Las pruebas STS de lengua y literatura son pruebas de opción múltiple en español, y están disponibles para los grados segundo al onceavo. Las agencias de educación locales (LEA) tienen la opción de aplicar las pruebas a los estudiantes del idioma inglés que hablan español (EL), que están recibiendo instrucción en español, o que hayan estado inscritos durante menos de 12 meses en una escuela de los Estados Unidos, cuando comenzaron las pruebas en primavera.
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Chapter 3. Appendixes
Appendix A. Scale Score Ranges

Smarter Balanced Summative Assessments

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

<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>
</tr>
<tr>
<td>4</td>
<td>2131–2415</td>
<td>2416–2472</td>
<td>2473–2532</td>
<td>2533–2663</td>
</tr>
<tr>
<td>5</td>
<td>2201–2441</td>
<td>2442–2501</td>
<td>2502–2581</td>
<td>2582–2701</td>
</tr>
<tr>
<td>6</td>
<td>2210–2456</td>
<td>2457–2530</td>
<td>2531–2617</td>
<td>2618–2724</td>
</tr>
<tr>
<td>7</td>
<td>2258–2478</td>
<td>2479–2551</td>
<td>2552–2648</td>
<td>2649–2745</td>
</tr>
<tr>
<td>8</td>
<td>2288–2486</td>
<td>2487–2566</td>
<td>2567–2667</td>
<td>2668–2769</td>
</tr>
<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>
## California Alternate Assessments

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

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

### CAA Achievement Level Scale Score Ranges—Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level 1—Alternate</th>
<th>Level 2—Alternate</th>
<th>Level 3—Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>300–344</td>
<td>345–359</td>
<td>360–399</td>
</tr>
<tr>
<td>4</td>
<td>400–444</td>
<td>445–459</td>
<td>460–499</td>
</tr>
<tr>
<td>5</td>
<td>500–544</td>
<td>545–559</td>
<td>560–599</td>
</tr>
<tr>
<td>6</td>
<td>600–644</td>
<td>645–659</td>
<td>660–699</td>
</tr>
<tr>
<td>7</td>
<td>700–744</td>
<td>745–759</td>
<td>760–799</td>
</tr>
<tr>
<td>8</td>
<td>800–844</td>
<td>845–859</td>
<td>860–899</td>
</tr>
<tr>
<td>11</td>
<td>900–944</td>
<td>945–959</td>
<td>960–999</td>
</tr>
</tbody>
</table>
## Standards-based Tests in Spanish

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Far Below Basic</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<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>
<tr>
<td>4</td>
<td>150–255</td>
<td>256–299</td>
<td>300–349</td>
<td>350–386</td>
<td>387–600</td>
</tr>
<tr>
<td>5</td>
<td>150–270</td>
<td>271–299</td>
<td>300–349</td>
<td>350–400</td>
<td>401–600</td>
</tr>
<tr>
<td>6</td>
<td>150–259</td>
<td>260–299</td>
<td>300–349</td>
<td>350–400</td>
<td>401–600</td>
</tr>
<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>
<td>394–600</td>
</tr>
<tr>
<td>11</td>
<td>150–234</td>
<td>235–299</td>
<td>300–349</td>
<td>350–396</td>
<td>397–600</td>
</tr>
</tbody>
</table>
## Appendix B. Smarter Balanced Claims and Assessment Targets

### English Language Arts/Literacy

#### Grade Three English Language Arts/Literacy (ELA)

### Grade Three 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 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 &amp; Features:</strong> Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information</td>
<td></td>
</tr>
</tbody>
</table>
## Informational Text

**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 non-literal meanings of words and phrases used in context.

## Literary Text

**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

<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>
<td><strong>Key Details</strong>: Use explicit details and implicit 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</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</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>
</tbody>
</table>
Appendixes | Student Score Reports for the STS in Grades Two Through Eleven

<table>
<thead>
<tr>
<th>Informational Text</th>
<th>Literary Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>account, visual/graphic information, concepts, ideas)</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>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>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>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>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>
<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></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
Appendices

Student Score Reports for the STS in Grades Two Through Eleven

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>
<th>Literary Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Details: Use explicit details and implicit information from texts to support answers or inferences about information presented</td>
<td>Key Details: Use explicit details and implicit information from the text to support answers or inferences about information</td>
</tr>
<tr>
<td>Central Ideas: Summarize central ideas, key events, procedures, or topics and subtopics</td>
<td>Central Ideas: Identify or summarize central ideas/key events</td>
</tr>
<tr>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>
### Informational Text

- **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)
- **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)
- **Text Structures & Features**: Relate knowledge of text structures to compare or connect information across texts
- **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

### Literary Text

- **Reasoning & Evidence**: Use supporting evidence to justify interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view)
- **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)
- **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
- **Language Use**: Identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context

### 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**

<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 texts to support inferences or analyses of the information presented</td>
<td><strong>Key Details</strong>: Use explicit details and implicit information from the text to support inferences or analyses of the information presented</td>
</tr>
</tbody>
</table>
| **Central Ideas**: Summarize central ideas/key events | }
### Informational Text

| **Central Ideas**: Summarize central ideas, key events, procedures, or topics and subtopics |
| **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) |
| **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) |
| **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 |
| **Text Structures & Features**: Relate knowledge of text structures or genre-specific features to analyze or integrate information |
| **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 |

### Literary 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, parts of speech, or use of resources (e.g., dictionary, thesaurus, digital tools) |
| **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) |
| **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) |
| **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 |
| **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 |

## 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) |
**Appendixes**

**Student Score Reports for the STS in Grades Two Through Eleven**

**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 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 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>
</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 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>
</tbody>
</table>
| **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 | **Language Use:** Interpret impact or intent of figurative language use (e.g., alliteration, onomatopoeia, imagery), literary devices (e.g., flashback,
Appendixes | Student Score Reports for the STS in Grades Two Through Eleven

<table>
<thead>
<tr>
<th>Informational Text</th>
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</tr>
</thead>
<tbody>
<tr>
<td>foreshadowing), or connotative meanings of words and phrases used in context and their impact on reader interpretation</td>
<td></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)
- **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

| **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, 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 |

### Literary Text

| **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 |
### 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

<table>
<thead>
<tr>
<th>Informational Text</th>
<th>Literary Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>format reveals author interpretation of the topic</td>
<td>features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation</td>
</tr>
<tr>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>Language Use: Interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context</td>
<td></td>
</tr>
</tbody>
</table>
Appendixes | Student Score Reports for the STS in Grades Two Through Eleven

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>
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</tr>
</thead>
<tbody>
<tr>
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<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 inferences or</td>
<td></td>
</tr>
</tbody>
</table>
### Informational Text

<table>
<thead>
<tr>
<th>Reasoning &amp; Evaluation:</th>
<th>Literary Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis Within or Across Texts:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text Structures/Features:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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>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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Use:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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>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

<table>
<thead>
<tr>
<th>Write/Revise Brief Texts:</th>
<th>Compose Full Texts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>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.</td>
</tr>
</tbody>
</table>
Appendixes

Student Score Reports for the STS in Grades Two Through Eleven

- **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.

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**Grade Eleven LISTENING AND SPEAKING**

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

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**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 are reported in the Online Reporting System (ORS).]

Grade Three COMMUNICATING REASONING

- [No subtopics are reported in the ORS.]
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 are reported in the ORS.]

Grade Four COMMUNICATING REASONING

- [No subtopics are reported in the ORS.]
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 are reported in the ORS.]

Grade Five COMMUNICATING REASONING

[No subtopics are reported in the ORS.]
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 are reported in the ORS.]

Grade Six COMMUNICATING REASONING

- [No subtopics are reported in the ORS.]
**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 are reported in the ORS.]

**Grade Seven COMMUNICATING REASONING**

- [No subtopics are reported in the ORS.]
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 are reported in the ORS.]

Grade Eight COMMUNICATING REASONING

[No subtopics are reported in the ORS.]
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 are reported in the ORS.]

Grade Eleven COMMUNICATING REASONING

- [No subtopics are reported in the ORS.]
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/](http://www.cde.ca.gov/ta/tg/ca/)
- California Technical Assistance Center’s CAASPP Web site—
- 2017–18 CAASPP Post-Test Workshop Webcast Web page—
  linked at [http://www.caaspp.org/training/caaspp/](http://www.caaspp.org/training/caaspp/)
- Smarter Balanced Assessment Consortium’s Assessments Web page—
  [http://www.smarterbalanced.org/assessments/](http://www.smarterbalanced.org/assessments/)

Smarter Balanced Achievement Levels

- Smarter Balanced Assessment Consortium’s Reporting Scores Web page—
- Smarter Balanced Assessment Consortium’s Interpretation and Use of Scores and Achievement Levels Web document—

Smarter Balanced Claims and Assessment Targets

- Assessment Target Reports Frequently Asked Questions Web document—
- 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)—
- Smarter Balanced Assessment Consortium’s Content Specifications for the Mathematics Summative Assessment Web document—
- Smarter Balanced Assessment Consortium’s 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—
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—
  http://www.cde.ca.gov/ta/tg/ca/communicationskit.asp
- California Department of Education’s Preliminary Indicator Communication Toolkit Web page—
  https://www.cde.ca.gov/ta/tg/ca/prelimindicatortoolkit.asp
- California Department of Education’s Smarter Balanced Communication Tools Web page—
  http://www.cde.ca.gov/ta/tg/ca/sprintcomtools.asp