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

2018–19 Administration

Smarter Balanced for English Language Arts/Literacy and Mathematics Summative Assessments
California Alternate Assessments for English Language Arts/Literacy and Mathematics
California Science Test
California Spanish Assessment

Posted June 2019
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I. General Information
New in 2018–19

Report Delivery

**Online Reporting System**

- Historical 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.
- The student group for gender has been removed to protect student privacy.

**Electronic Reporting**

- Local educational agencies (LEAs) have access to a set of application programming interface services that would allow their Student Information System or parent portal vendor to integrate and provide access to the Student Score Reports (SSRs) for parents and guardians.

**Downloads**

- The Test Operations Management System will fulfill requests from LEAs for bulk downloads of SSRs by sending an email that contains a secure link to a site from which the file can be downloaded.

**Public Web Reporting**

- Data for four years of testing for the California Alternate Assessments (CAAs) is shown.
- Data for the California Science Test (CAST) and California Spanish Assessment (CSA) will be included in the research data file in late fall 2019.
- The first year of CAST results will be presented in easily accessible tables that are similar to those that present results for the Smarter Balanced Summative Assessments and the CAAs for English language arts/literacy (ELA) and mathematics.
Student Score Reports (SSRs)

General

- All California Assessment of Student Performance and Progress (CAASPP) reports have been redesigned for 2018–19.
- Links to new resources for families are included on all SSRs.
- SSRs include student residential address information for mailing by default.

CAASPP Smarter Balanced Summative Assessments

- The two previous years of school and state averages are now included on the CAASPP Smarter Balanced SSR.
- SSRs are available in English and one of the available additional languages (Chinese [Traditional], Filipino, Spanish, and Vietnamese).

California Alternate Assessments

ELA and Mathematics

- SSRs for the CAAs for ELA and mathematics are available in English and one of the available additional languages (Chinese [Traditional], Filipino, Spanish, and Vietnamese).
- Data for the student’s three years of testing is shown for the CAAs for ELA and mathematics, including state averages, where available.

Science

- For the CAA for Science field test, preliminary indicators—descriptive statements used in reporting the CAA for Science percent-correct results—will be provided for LEAs in the downloadable student data files for use in fall 2019.
- No SSR will be provided for results of the CAA for Science field test.

California Science Test

- Scores will be reported for the operational CAST in fall 2019 once the State Board of Education (SBE) has approved the threshold scores—the minimum scores at Level 2, Level 3, and Level 4—that determine the scale score ranges for CAST achievement levels. This approval is expected in November 2019.
- The CAST SSR in grades five, eight, and eleven is separate from the SSR for the CAASPP Smarter Balanced Summative Assessments.
California Spanish Assessment

- Scores will be reported for the operational CSA in fall 2019, once the SBE has approved the threshold scores—the minimum scores at Level 2 and Level 3—that determine the scale score ranges for CSA achievement levels. This approval is expected in September 2019.

- The CSA SSR is an individual document.
Introduction to California Assessment of Student Performance and Progress (CAASPP) Reporting

Additional Resources Linked in This Section:

- CAASPP Post-Test Workshop: Principles of Scoring and Reporting archived webcast—linked at http://www.caaspp.org/training/caaspp/
- California State University (CSU) Student Success website—http://www.csustudentsuccess.org/
- CDE California Assessment of Student Performance and Progress (CAASPP) System web page—http://www.cde.ca.gov/ta/tg/ca/
- CDE Early Assessment Program (EAP) web page—http://www.cde.ca.gov/ci/gs/hs/eapindex.asp
- CDE Preliminary Indicator Communication Toolkit web page—https://www.cde.ca.gov/ta/tg/ca/prelimindicatortoolkit.asp
- CDE CAASPP Results website—https://caaspp.cde.ca.gov/
- Electronic Student Score Reports Communications Toolkit—http://www.caaspp.org/administration/reporting/essr-communications-toolkit.html
- Smarter Balanced Assessment Consortium (in collaboration with the CDE) CAASPP Starting Smarter website—https://ca.startingsmarter.org/

Purposes of the Reports and Using the Results

In 2018–19, 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 who required a paper-pencil test. Eligible students in grades five, eight, and high school—grades ten, eleven, and twelve—were administered the California Science Test.

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). Eligible students in grades five, eight, and high school—grades ten, eleven, and twelve—participated in the field test of the CAA for Science.

In addition, students receiving instruction in Spanish in California and students seeking a measure that recognizes their Spanish-specific reading, writing mechanics, and listening skills in grades three through twelve had the opportunity to take an optional online assessment in Spanish 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 and 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.

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 of the Smarter Balanced Assessment Consortium website.

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 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 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 2018–19 and 2017–18 CAASPP Smarter Balanced administrations, in the individual student reports and student data download sections of the ORS for registered users. In addition, these scores will be available in the LEA student data files available from TOMS. These 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 (SSR)**

When presented in the SSRs 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 2016–17, 2017–18, and 2018–19, are presented.

For students in grade eleven, the SSR provides an early indicator of readiness for college-level English and mathematics courses. Early Assessment Program (EAP) results are shared with the CSU and participating California Community Colleges (CCCs) if the student released the scores at the time of testing.

Details regarding the EAP can be found on the [California State University Student Success](https://www.csueap.calstate.edu/) website. The website includes 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 eleven whom the LEA assigned, administered the CAST. The CAST 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. Additionally, LEAs had the option to test any grade ten or eleven student based on the guidelines set forth by the CDE in the [Science Test Administration for High School Students](#) 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.

**Reporting Achievement Levels**

Student test results are reported in the following overall achievement levels that were approved by the State Board of Education in November 2017:

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

The threshold scores—the minimum scores at Level 2, Level 3, and Level 4—and scale score ranges that determine these achievement levels will be assigned during an upcoming standard-setting process and will be reported on SSRs in fall 2019. Additionally, CAST data will be available in the fall 2019 LEA student data files.
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 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 online field test. The CAA for Science is an assessment aligned with the Core Content Connectors (Science Connectors) derived from the CA NGSS. The Science Connectors provide learning goals that are aligned appropriately with the needs of students with the most significant cognitive disabilities, and serve as the basis for the state’s CA NGSS alternate summative science assessments for eligible students.

The CAA for Science in 2018–19 was comprised of three embedded performance tasks that were administered online to students. All three performance tasks had to be attempted to complete the administration. Each embedded PT was prefaced by an orienting activity, which is a nonscorable activity designed to engage and familiarize students to a science concept that they were previously taught. In some cases, the test examiner completed hands-on exercises with the student during testing.
While results will not be included on SSRs, preliminary indicators consisting of a percent earned score and a category description will be provided to LEAs in the downloadable student data files in fall 2019. LEAs are responsible for communicating these scores to parents/guardians of students who took a science assessment.

Additionally, a research data file for the CAA for Science is to be available in the late fall of 2019.

**Overview of the California Spanish Assessment**

The CSA is an online, linear (nonadaptive), summative, grade-level assessment for students in grades three through eight and high school who are seeking a measure that evaluates their Spanish reading, writing mechanics, and listening skills. The CSA is a part of the CAASPP System and replaced the Standards-based Tests in Spanish.

The CSA is aligned to the CCSS en Español, which were developed as a joint effort between the San Diego County Office of Education, the Council of Chief State School Officers, and the CDE. The CCSS en Español are a translated and linguistically augmented version of the English-language CCSS for English Language Arts & Literacy.

**Reporting Achievement Levels**

Student test results are reported in the following overall achievement level descriptors that were approved by the State Board of Education in September 2018:

- High Degree
- Moderate Degree
- Limited Degree

The threshold scores—the minimum scores at Level 2 and Level 3—and scale score ranges that determine these achievement levels will be assigned during an upcoming standard-setting process and will be reported on SSRs in fall 2019.

Additionally, CSA data will be available in the fall 2019 LEA student data files.

**Types of CAASPP Reports**

Results for the CAASPP Summative Assessments are delivered in four ways.

**Reports in the ORS**

These reports are described in the [Online Reporting System User Guide for CAASPP](#).
General Information |  
Introduction to California Assessment of Student Performance and Progress (CAASPP) Reporting

- Assessment Target Reports
- Listing (Group, Roster, Student)
- Student Detail

**Student Results File**

These files are found in the Test Operations Management System (TOMS). Final data files will include score data for the CAST and CSA as well as preliminary indicators for the CAA for Science.

**Student Score Reports**

These reports available as downloadable PDFs or electronically through the parent or student portal.

- SSR for Smarter Balanced Summative Assessments for ELA and mathematics—Grades three through eight and grade eleven
- SSR for CAST—Grades five, eight, and high school (all students tested once)
- SSR for CAAs for ELA and mathematics—Grades three, four, six, seven, and eleven (The SSR for students in grade eleven also includes information—but no score results—about the CAA for Science for students assigned to take this test.)
- SSR for CAAs for ELA and mathematics, and science (information only, no score results)—Grades five and eight
- SSR for the CSA—Grades three through eight and high school (all students may optionally test)

**Aggregated Internet Reports (Internet Reporting)**

These score reports are available on the CDE CAASPP Results website.

- Smarter Balanced for ELA
- Smarter Balanced for mathematics
- CAA for ELA
- CAA for mathematics
- CAST
- CSA
Grades and Subjects Reported

CAASPP results are reported for the tests students took. Students who took the grade-level, optional CSA in addition to the required Smarter Balanced assessment(s) and the CAST will receive up to three reports: one for the Smarter Balanced Summative Assessments, one for the CAST, and another for the CSA.

The matrix in Table I.1 shows, for each grade, the test results that will appear on a report.

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<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 ten, eleven, or twelve, assessment given if students were assigned.) (Student performance information and aggregate results to be provided in fall 2019 for the CAST and CSA; for the CAA for Science, see the CDE Preliminary Indicator Communication Toolkit website for additional information about preliminary indicators, which are based on percent-correct scores.)</td>
</tr>
<tr>
<td>□</td>
<td>Summative assessment optional for this grade</td>
</tr>
</tbody>
</table>

The achievement levels in the SSR for Smarter Balanced Summative Assessments in grade eleven provide an early indicator of readiness for college-level English and mathematics courses. Explanations of what the CAASPP Smarter Balanced for ELA and mathematics results can mean are found in the CSU Student Success website.

Note that the student’s results will not be sent to the CSU and participating 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
A Note about Universal Tools, Designated Supports, and Accommodations

The “Matrix One: California Assessment of Student Performance and Progress Accessibility Resources” web document that displays the list of available CAASPP accessibility resources 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 SSR but not be included in the average scale score for 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 resources 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 are offered outside the online test delivery system and 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)

Most universal tools, designated supports, and accommodations listed in the CDE Matrix One are available through the test delivery system are available to students taking the CAAs. However, because the CAAs are administered to students one-on-one by a test examiner and because they may also be administered in the language of instruction, some embedded resources are not provided. For the CAA for Science, any instructional physical supports used in daily instruction may be used for the embedded performance tasks.

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 specified in the student’s IEP or Section 504 plan and used only approval by the CDE. An online form in TOMS requesting their use should have been submitted before a student was tested.

If the CDE determines the unlisted resource changes the construct being measured—for example, if a student in grade four uses a non-embedded calculator—the unlisted resource may be approved and used by the student and the student will receive an SSR, but the student’s score may not be valid and 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:

- CDE Preliminary Indicator Communication Toolkit web page—https://www.cde.ca.gov/ta/tg/ca/prelimindicatortoolkit.asp

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 grade level and content area of the Smarter Balanced assessments, California Alternate Assessments (CAAs), California Science Test (CAST), and California Spanish Assessment (CSA) 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 operational assessments; and information about test development and analyses of past-year test results are described in each of the following technical reports:

- Smarter Balanced Summative Assessments for ELA and mathematics—CAASPP Smarter Balanced Technical Report
- CAST Technical Report
- CAAs for ELA and Mathematics Technical Report
- CAA for Science Pilot Technical Report
- CSA Field Test Technical Report

Technical reports are linked on the CDE CAASPP Technical Reports and Studies web page as they become available.

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

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.

**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.

CAA for Science

No individual Student Score Reports were provided for the CAA for Science field test. Instead, the percent-correct scores and preliminary indicator categories will be calculated to provide LEAs with information on student performance on the assessment.

The preliminary indicators are descriptive statements used in reporting the CAA for Science percent-correct results. Indicators are considered preliminary because they are available to parents/guardians and the public before the completion of the science assessments’ development.

There are three preliminary indicator categories to indicate high (category 3), medium (category 2), or low (category 1) performance. A student’s preliminary indicator category provides a general indication of the student’s understanding of the Science Connectors.

More information about the preliminary indicators can be found on the CDE Preliminary Indicator Communication Toolkit web page.

CAST

Scale scores are used in the evaluation of overall student performance. Unlike raw scores that allow only comparisons between students under the same test form, 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.

CAST threshold scores—the minimum scores at Level 2, Level 3, and Level 4—and scale score ranges have yet to be determined for the achievement levels approved by the State Board of Education (SBE) in November 2017. Approval of threshold scores is expected in November 2019.
CSA

Scale scores are used in the evaluation of overall student performance. Unlike raw 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.

CSA threshold scores—the minimum scores at Level 2 and Level 3—and scale score ranges have yet to be determined for the achievement levels approved by the SBE. Approval of threshold scores is expected in September 2019.

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. 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, although domain levels are reported for the CAST and CSA.

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 (SSRs) and in the Online Reporting System (ORS) for schools, LEAs, and the state. Performance on claims is reported as one of three levels:

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• 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. Levels, rather than scores, are reported because of the small number of items in each claim—the levels provide a more accurate measurement than the scores would.

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 2018–19 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

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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 2018–19 CAASPP administration in the ORS, assessment target report results are partial and may change as additional data are received.
Comparing Results

Additional Resources Linked in This Section:

- California Assessment of Student Performance and Progress (CAASPP) Results website (also called the CAASPP Public Reporting website)—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.” 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:

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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 2018–19 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 2018–19 scores, results for the Smarter Balanced Summative Assessments starting with the 2014–15 administration 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 website 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 2018–19 testing)
- Exempt from taking the English language arts/literacy (ELA) assessment 55rds
- Student completed only one part of the Smarter Balanced content area test
- Not tested

Scores are included on the SSR with an asterisk indicator if the test results were invalidated for any of the following reasons:
• Invalidated appeal for online tests
• Student observed cheating
• Student earned the lowest obtainable scale score (Smarter Balanced, California Science Test (CAST), California Spanish Assessment (CSA), California Alternate Assessments [CAAs]) or lowest obtainable scale score +1 (CAAs only)
• Student has an approved unlisted resource request that changed the construct of the test

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 2017–18 to grade five ELA in 2018–19 or grade seven mathematics in 2017–18 to grade eight mathematics in 2018–19.

Two types of comparisons are possible:

1. Comparing the average scale score within a grade; 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 2018–19 may be compared to the 2017–18 scale scores for the same content area and grade is shown in Table I.2. In this table, hypothetical average scale scores (SS) for ELA are compared between 2017–18 and 2018–19 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.2 Hypothetical Example of Using the Smarter Balanced for ELA to Measure Progress by Comparing Average Scale Scores

<table>
<thead>
<tr>
<th>Grade</th>
<th>2017–18 No. of Students</th>
<th>2017–18 Mean SS</th>
<th>2018–19 No. of Students</th>
<th>2018–19 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.3 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 2017–18 and 2018–19 across grades for the same school.

Table I.3 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>2017–18 No. of Students</th>
<th>2017–18 % Standard Met or Standard Exceeded</th>
<th>2018–19 No. of Students</th>
<th>2018–19 % 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>

Comparisons between 2017–18 and 2018–19 in Table I.3 indicate the same trends as indicated by Table I.2: 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.3 also provides a comparison of overall results for the entire school. Because Standard Met or Standard Exceeded in mathematics is a standards-based classification, 2017–18 and 2018–19 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 2017–18 than the other two grades, but grade six carries more weight in the calculations for 2018–19 than the other two grades. Please note that the 2018–19 school-level averages on the SSR were derived from the most recent three years of school-level averages, because the current year of school-level averages is not available before all students take the test within the testing window.

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.

**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 2017–18 to grade four ELA in 2018–19 or grade eight mathematics in 2016–17 to grade eight mathematics in 2018–19. 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).
II. Student Score Reports
Descriptions
Available Student Score Reports (SSRs)

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, and videos in English and Spanish, can be found on the CDE CAASPP Student Score Report Information web page.

Smarter Balanced Summative Assessments

Description

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.

Data presented for the Smarter Balanced Summative Assessments for ELA and mathematics taken include the following:

- Scale scores
- Achievement levels:
  - Standard Exceeded
  - Standard Met
  - Standard Nearly Met
  - Standard Not Met
- Level of performance for each claim in the content areas taken:
  - Above Standard
  - Near Standard
  - Below Standard
- Scale scores and achievement levels for previous years' assessments (if available)
- State average based on the three previous test administrations
- School average based on the three previous test administrations
The report is formatted with the student’s mailing (residential) address positioned for use in windowed envelopes for mailing to parents/guardians.

**Use and Distribution**

This report includes individual student results and is not distributed beyond parents/guardians and the student’s school.

One version of this electronic report is provided in English, as well as an additional version in the student’s primary language, if the student’s primary language is Spanish, Vietnamese, Mandarin, or Filipino. Additionally, batches of PDF files of SSRs for a grade in a selected school are available for download in the Test Operations Management System (TOMS).

*If the LEA elects to print out the score report for mailing, use a # 10 or 6”×9” left-hand window envelope. Fold the report so the address, if printed, will appear in the window.*

**California Alternate Assessments (CAAs) for ELA, Mathematics, and Science**

**Description**

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.

Information—but not results—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 participate in the CAA for Science field test. Results for these students in the form of preliminary indicators will be available in fall 2019 and are not included on SSRs.

Data presented for the CAAs for ELA and mathematics taken include the following:

- Scale scores
- Achievement levels:
  - Level 1—Alternate
  - Level 2—Alternate
  - Level 3—Alternate
- Scale score ranges
- Scale score and achievement level for previous years’ assessments (if available)
- State average based on the three previous test administrations

The report is formatted with the student’s mailing (residential) address positioned for use in windowed envelopes for mailing to parents/guardians.
Use and Distribution

This report includes individual student results and is not distributed beyond parents/guardians and the student’s school.

One version of this electronic report is provided in English, as well as an additional version in the student’s primary language, if the student’s primary language is Spanish, Vietnamese, Mandarin, or Filipino. Additionally, batches of PDF files of SSRs for a grade in a selected school are available in TOMS.

*If the LEA elects to print out the score report for mailing, use a #10 or 6”×9” left-hand window envelope. Fold the report so the address, if printed, will appear in the window.*

California Science Test

Description

This is a report for the CAST 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, eight and high school (ten, eleven, or twelve).

Data presented for the CAST include the following:

- Scale scores
- Achievement levels:
  - Standard Exceeded (Level 4)
  - Standard Met (Level 3)
  - Standard Nearly Met (Level 2)
  - Standard Not Met (Level 1)
- Scale score ranges
- Domain-level performance:
  - Above Standard
  - Near Standard
  - Below Standard

The report is formatted with the student’s mailing (residential) address positioned for use in windowed envelopes for mailing to parents/guardians.

Use and Distribution

This report includes individual student results and is not distributed beyond parents/guardians and the student’s school.

One version of this electronic report is provided in English, as well as an additional version in the student’s primary language, if the student’s primary language is Spanish, Vietnamese,
Mandarin, or Filipino. Additionally, batches of PDF files of SSRs for a grade in a selected school are available in TOMS.

*If the LEA elects to print out the score report for mailing, use a #10 left-hand window envelope. Fold the report in thirds so the address, if printed, will appear in the window.*

**California Spanish Assessment**

**Description**

This is a report for the CSA 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 CSA is provided for students in grades three through eleven.

Data presented for the CSA include the following:

- Scale scores
- Achievement levels:
  - High Degree (Level 3)
  - Moderate Degree (Level 2)
  - Limited Degree (Level 1)
- Scale score ranges
- Domain-level performance:
  - Well-Developed
  - Progressing

The report is formatted with the student’s mailing (residential) address positioned for use in windowed envelopes for mailing to parents/guardians.

**Use and Distribution**

This report includes individual student results and is not distributed beyond parents/guardians and the student’s school.

One version of this electronic report is provided in English, as well as a version in Spanish. Additionally, batches of PDF files of SSRs for a grade in a selected school are available in TOMS.

*If the LEA elects to print out the score report for mailing, use a #10 left-hand window envelope. Fold the report in thirds so the address, if printed, will appear in the window.*
# Student Score Reports (SSRs) for Smarter Balanced Summative Assessments in Grades Three Through Eight 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 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.</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>The CAASPP Student Score Report for the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics consists of two two-sided pages:</td>
</tr>
<tr>
<td></td>
<td>• Page 1</td>
</tr>
<tr>
<td></td>
<td>– Student’s achievement levels and scale scores for the current year</td>
</tr>
<tr>
<td></td>
<td>– Descriptions of the CAASPP System and score meaning</td>
</tr>
<tr>
<td></td>
<td>– Student information</td>
</tr>
<tr>
<td></td>
<td>• Page 2: Breakdown of performance on the achievement levels for the claims or areas in ELA</td>
</tr>
<tr>
<td></td>
<td>• Page 3: Breakdown of performance on the achievement levels for the claims or areas in mathematics</td>
</tr>
<tr>
<td></td>
<td>• Page 4</td>
</tr>
<tr>
<td></td>
<td>– Score history for previous year(s) on the content area assessment</td>
</tr>
<tr>
<td></td>
<td>– Additional resources for parents and guardians</td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td>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 in the Test Operations Management System. 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.</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Individual student’s results for ELA and mathematics</td>
</tr>
</tbody>
</table>

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 2018–19 claims and assessment targets, see [appendix B](#).
Explanation of the Student Score Report for ELA and Mathematics

CAASPP Smarter Balanced SSRs feature colored bar graphs representing the four achievement levels in the following order from top to bottom:

1. Standard Exceeded (Level 4) (blue)
2. Standard Met (Level 3) (green)
3. Standard Nearly Met (Level 2) (yellow)
4. Standard Not Met (Level 1) (orange)

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.

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, 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.
Table II.1  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>
<tbody>
<tr>
<td>1</td>
<td>Student’s mailing address</td>
<td>This area shows the student’s residential address as listed in the California Longitudinal Pupil Achievement Data System (CALPADS).</td>
</tr>
</tbody>
</table>
| 2       | Student and school information   | This area shows information about the student and the school and LEA name, as well as the county/district code.  
**Note**: The grade noted indicates the grade in which the student was enrolled at the start of testing. |
| 3       | CAASPP results overview         | This paragraph provides an overview of the purpose of CAASPP results.                                                                      |
Table II.2 The Student Score Report for Smarter Balanced for ELA and Mathematics: Score Overview Descriptions

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content area scale score and achievement level</td>
<td>This box provides the student’s scale score and achievement level for a CAASPP Smarter Balanced content area.</td>
</tr>
<tr>
<td>2.</td>
<td>Achievement levels</td>
<td>This area lists the CAASPP Smarter Balanced achievement levels.</td>
</tr>
<tr>
<td>2.</td>
<td>College Readiness (Not shown)</td>
<td>Students in grade eleven will see the following statement: The CAASPP provides an early indicator of [Student name]’s readiness for college-level English and mathematics courses. For more information on how the California State University (CSU) uses the results for college placement, go to: <a href="http://www.csustudentsuccess.org/">www.csustudentsuccess.org/</a>.</td>
</tr>
</tbody>
</table>
Pages 2 and 3 of 4, Sample Content Area Section, Top: Content Area Summary

Table II.3 The Student Score Report for Smarter Balanced for ELA and Mathematics: Content Area 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</td>
<td>This indicator summarizes the student’s achievement level for the content area. If the student did not test, the achievement level number and label are replaced here with “Not Tested.”</td>
</tr>
<tr>
<td>2</td>
<td>Progress summary</td>
<td>This paragraph describes the student’s progress based on his or her achievement level for the content area. Summaries are listed in the Progress Summary Text subsection. Students in grade eleven will see two asterisks indicating a message associated with their Early Assessment Program (EAP) results. See the Early Assessment Program (EAP) Information for Grade Eleven subsection for more information on the message(s).</td>
</tr>
</tbody>
</table>
## Table II.3 (continued)

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Not tested (not shown)</td>
<td>If present, additional text will be included in the progress summary section for the content area if the student did not receive a score, either that the student did not take the assessment or that the student was exempt from taking an ELA assessment.</td>
</tr>
<tr>
<td>2</td>
<td>Special condition (Not shown)</td>
<td>A caution message also will be included under the progress summary for one of the following reasons:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Invalidated appeal for online tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student observed cheating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student earned the lowest obtainable scale score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student had an unlisted resource that changes the construct being measured (<em>California Code of Regulations</em>, Title 5, Section 835.8)</td>
</tr>
<tr>
<td>3</td>
<td>Score ranges</td>
<td>A chart provides data for the student’s current achievement level and overall score as well as the average scores for the school and state over the previous three test administrations. Note that, because the school and state averages are calculated each year using the data from just the three previous years, there might be slight differences in what is shown as the school and state average scores from one year to the next on Student Score Reports for a grade level.</td>
</tr>
</tbody>
</table>

## Progress Summary Text

Possible progress summary outcomes for students in grades four through eight and grade eleven are as follows:

- [Student name]’s score increased from last year, enough to reach a higher level. See page 4 of this report for [Student Name]’s score history.
- [Student name]’s score increased from last year, and is still in the highest level. See page 4 of this report for [Student Name]’s score history.
- [Student name]’s score increased from last year, but not enough to reach a higher level. See page 4 of this report for [Student Name]’s score history.
Student Score Reports Descriptions

Student Score Reports (SSRs) for Smarter Balanced Summative Assessments in Grades Three Through Eight and Grade Eleven

- [Student name]’s score increased from last year, but not enough to keep in the same level. See page 4 of this report for [Student Name]’s score history.

- [Student name]’s score did not increase from last year, and is still in the same level. See page 4 of this report for [Student Name]’s score history.

- [Student name]’s score did not increase from last year, and is now in a lower level. See page 4 of this report for [Student Name]’s score history.

- [Student name]’s score decreased from last year, and is in the same level. See page 4 of this report for [Student Name]’s score history.

- [Student name]’s score decreased from last year, and is now in a lower level. See page 4 of this report for [Student Name]’s score history.

For students in grade three or eleven or without the 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.

Early Assessment Program (EAP) for Grade Eleven

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.

The asterisks at the end of a grade eleven student’s progress summary indicates a footnote regarding EAP with 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.

The footnote says:

**CAASPP/Early Assessment Program (EAP) results are shared with the CSU and participating California Community Colleges, if the student released the scores during the time of testing. For more information on how the CSU uses CAASPP/EAP results for placement, go to: www.csustudentsuccess.org/**.
Pages 2 and 3 of 4, Sample Content Area Section, Bottom: Score Breakdowns

### ELA Area Performance

<table>
<thead>
<tr>
<th>Skill</th>
<th>Below Standard</th>
<th>Near Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong> How well does your child understand stories and information that he or she reads?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong> How well does your child communicate in writing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong> How well does your child understand spoken information?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research/Inquiry</strong> How well can your child find and present information about a topic?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table II.4 The Student Score Report for Smarter Balanced for ELA and Mathematics: Score Breakdowns

<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. On page three, 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>
Page 4, Top: Score History for the Smarter Balanced Summative Assessments

<table>
<thead>
<tr>
<th>Score History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts/Literacy (ELA) Score History</strong></td>
</tr>
<tr>
<td><strong>Grade 3</strong></td>
</tr>
<tr>
<td>Your child’s score:</td>
</tr>
<tr>
<td><strong>LEVEL 3</strong> 2483 Standard Met</td>
</tr>
<tr>
<td>School Average: Not Available</td>
</tr>
<tr>
<td>State Average: 2415</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics Score History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 3</strong></td>
</tr>
<tr>
<td>Your child’s score:</td>
</tr>
<tr>
<td><strong>LEVEL 3</strong> 2495 Standard Met</td>
</tr>
<tr>
<td>School Average: Not Available</td>
</tr>
<tr>
<td>State Average: 2428</td>
</tr>
</tbody>
</table>
### Table II.5 The Student Score Report for Smarter Balanced for ELA and Mathematics: Score History

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content area</td>
<td>The bar over the historical scores indicates the content area being reported.</td>
</tr>
<tr>
<td>2</td>
<td>Averages</td>
<td>The school and state averages for the historical grade tested during the two prior testing years are presented along with the three-year average that accompanies the current year’s score. For the average accompanying the current year’s score, because the school and state averages are calculated each year using the data from just the three previous years, there might be slight differences in what is shown for these averages from one year to the next on Student Score Reports for a grade level.</td>
</tr>
<tr>
<td>3</td>
<td>Previous-year’s score(s) (grades four through eight SSRs only)</td>
<td>The leftmost and middle level numbers corresponding with the accompanying scale score and achievement level label for the grade-level content-area test taken during a previous CAASPP administration.</td>
</tr>
<tr>
<td>4</td>
<td>Current-year’s score</td>
<td>The rightmost graph represents the student’s scale score and achievement level for this year.</td>
</tr>
</tbody>
</table>
Page 4, Bottom: Additional Information

Note that this information may also appear at the top of page 4 if there is no historical score information reported for the student.

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Starting Smarter website information</td>
<td>This section describes the new Smarter Balanced Starting Smarter website, which describes student score reports and other information that supports student learning.</td>
</tr>
<tr>
<td>2</td>
<td>CAASPP Results website information</td>
<td>This section describes the CAASPP Results website on which results for schools, districts, and the state are found.</td>
</tr>
</tbody>
</table>
Sample of the Student Score Report for Smarter Balanced ELA and Mathematics

Grade Five, Page 1

Matthew’s 2019 CAASPP Score Report

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

Student #: 9999199104
Date of Birth: 04/01/2009
Grade: 5
Test Date: Spring 2019
School: California Elementary School
LEA: California Unified
CDS: 1764030000000

Statewide Assessments: Just One Measure of Matthew’s Progress

California Assessment of Student Performance and 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.

Matthew’s Overall English Language Arts/Literacy (ELA) Level for 2019

LEVEL 4 Standard Exceeded

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

- Standard Exceeded (Level 4)
- Standard Met (Level 3)
- Standard Nearly Met (Level 2)
- Standard Not Met (Level 1)

Matthew’s Overall Mathematics Level for 2019

LEVEL 4 Standard Exceeded

Score ranges for each 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 level as the previous year.
Grade Five, Page 2

Matthew's score increased from last year, and is still in the highest level. See page 4 of this report for Matthew's score history.

ELA Area Performance

Reading: How well does your child understand stories and information that he or she reads?

- Below Standard
- Near Standard
- Above Standard

Writing: How well does your child communicate in writing?

- Below Standard
- Near Standard
- Above Standard

Listening: How well does your child understand spoken information?

- Below Standard
- Near Standard
- Above Standard

Research/Inquiry: How well can your child find and present information about a topic?

- Below Standard
- Near Standard
- Above Standard
Grade Five, Page 3

Matthew Martin
CAASPP SCORE REPORT
2018–19 | GRADE 5

Smarter Balanced Mathematics

LEVEL 4 Standard Exceeded

Matthew’s score increased from last year, and is still in the highest level. See page 4 of this report for Matthew’s score history.

Mathematics Area Performance

Concepts & Procedures: How well does your child use mathematical rules and ideas?

Problem Solving and Modeling & Data Analysis: How well can your child show and apply their problem solving skills?

Communicating Reasoning: How well can your child think logically and express their thoughts in order to a solve problem?
Grade Five, Page 4

California Assessment of Student Performance and Progress

<table>
<thead>
<tr>
<th>Score History</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts/Literacy (ELA) Score History</strong></td>
<td>Your child’s score:</td>
<td>Your child’s score:</td>
<td>Your child’s score:</td>
</tr>
<tr>
<td></td>
<td>LEVEL 3</td>
<td>LEVEL 4</td>
<td>LEVEL 4</td>
</tr>
<tr>
<td></td>
<td>2483 Standard Met</td>
<td>2653 Standard Exceeded</td>
<td>2663 Standard Exceeded</td>
</tr>
<tr>
<td></td>
<td>School Average: Not Available</td>
<td>School Average: Not Available</td>
<td>School Average: 2559</td>
</tr>
<tr>
<td></td>
<td>State Average: 2415</td>
<td>State Average: 2464</td>
<td>State Average: 2494</td>
</tr>
</tbody>
</table>

**Mathematics Score History**

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your child’s score:</td>
<td>Your child’s score:</td>
<td>Your child’s score:</td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>LEVEL 4</td>
<td>LEVEL 4</td>
</tr>
<tr>
<td>2495 Standard Met</td>
<td>2643 Standard Exceeded</td>
<td>2665 Standard Exceeded</td>
</tr>
<tr>
<td>School Average: Not Available</td>
<td>School Average: Not Available</td>
<td>School Average: 2567</td>
</tr>
<tr>
<td>State Average: 2428</td>
<td>State Average: 2468</td>
<td>State Average: 2487</td>
</tr>
</tbody>
</table>

**Parent/Guardian Resources**

Visit the test score website at [https://ca.startingsmarter.org](https://ca.startingsmarter.org) to:

- Understand your child’s score report
- Check out sample test questions
- Find free resources to support your child’s learning

Complete results for schools, districts, or the state are available on the CAASPP results website at: [https://caaspp.cde.ca.gov](https://caaspp.cde.ca.gov).
# Student Score Reports (SSRs) for the California Alternate Assessments (CAAs) in Grades Three Through Eight 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 CAAs for English language arts/literacy (ELA) and mathematics consists of two two-sided pages:  
  - Page 1  
    - Student’s overall achievement levels and scale scores for the current year  
    - Descriptions of the CAASPP System and score meaning  
    - Student information  
  - Page 2:  
    - A table showing the scale score and achievement level in English language arts/literacy (ELA)  
    - Score history for previous year(s) on the content-area assessment  
  - Page 3  
    - A table showing the scale score and achievement level in mathematics  
    - Score history for previous year(s) on the content-area assessment  
  - Page 4  
    - Additional resources for parents and guardians  
    - For the report in grades five and eight, a description of the CAA for Science field test (Results for students who took the CAA for Science field test, in the form of preliminary indicators, will be available in fall 2019.)  
    - For the report in grade, a description of the CAA for Science if the student was assigned to participate in the science field test (Results for students who took the CAA for Science field test, in the form of preliminary indicators, will be available in fall 2019.) |
CAAs SSR table (continued)

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td>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 in the Test Operations Management System. 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 <em>California Code of Regulations</em>, Title 5, Section 863.</td>
</tr>
<tr>
<td>Focus</td>
<td>Individual student’s results for ELA and mathematics</td>
</tr>
</tbody>
</table>

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**

CAA SSRs feature colored bar graphs representing the three achievement levels are in the following order from top to bottom:

1. Level 3—Alternate (blue)
2. Level 2—Alternate (yellow)
3. Level 1—Alternate (orange)

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.

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.

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:

- [Student’s name]’s scores should be used with caution since there were not enough questions answered to 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. For additional information, please contact [student’s name]’s teacher(s) or school.
- [Student name] was exempt from taking the English language-arts/literacy assessment during this school year.

Page 1 of 4, Top: Student Information
Table II.7 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>This area shows the student's residential address as listed in the California Longitudinal Pupil Achievement Data System (CALPADS).</td>
</tr>
</tbody>
</table>
| 2.      | Student and school information       | This area shows information about the student and the school and LEA name, as well as the county/district code.  
   Note: The grade noted indicates the grade in which the student was enrolled at the start of testing. |
| 3.      | CAASPP results overview              | This paragraph provides an overview of the purpose of CAASPP results.                                                                         |

Page 1 of 4, Bottom: Score Overview

### Madison's Overall CAA English Language Arts/Literacy (ELA) Level for 2019

**Level 3—Alternate**

### Madison's Overall CAA Mathematics Level for 2019

**Level 3—Alternate**

**What are the California Alternate Assessments?**

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

**What do my child’s scores mean?**

There are three levels of scores for CAA ELA and CAA mathematics.

- Level 3—Alternate
- Level 2—Alternate
- Level 1—Alternate
Table II.8  The Student Score Report for the CAAs for ELA and Mathematics: Score Overview Descriptions

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content area scale score and achievement level</td>
<td>This box provides the student’s scale score and achievement level for a CAA content area.</td>
</tr>
<tr>
<td>2</td>
<td>Achievement levels</td>
<td>This area lists the CAA achievement levels.</td>
</tr>
</tbody>
</table>

**Pages 2 and 3 of 4, Sample Content Area Section, Top: Content Area Summary**

CAA English Language Arts/Literacy (ELA)

1. **Level 3—Alternate**
   - Madison showed understanding of core concepts in English language arts/literacy, such as identifying the main idea of a story.
   - 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.

2. Your Child's Score: 585

3. State Average: 551
### Table II.9 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>Score summary banner</td>
<td>This indicator summarizes the student’s achievement level for the content area. If the student did not test, the achievement level number and label are replaced here with “Not Tested.”</td>
</tr>
<tr>
<td>2</td>
<td>Performance summary</td>
<td>This paragraph describes the student’s progress based on his or her achievement level for the content area. Summaries are listed in the Performance Summary Text subsection.</td>
</tr>
<tr>
<td>2</td>
<td>Not tested (not shown)</td>
<td>If present, additional text will be included in the progress summary section for the content area if the student did not receive a score, either that the student did not take the assessment or that the student was exempt from taking an ELA assessment.</td>
</tr>
<tr>
<td>2</td>
<td>Special condition (Not shown)</td>
<td>A caution message also will be included under the progress summary for one of the following reasons:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Invalidated appeal for online tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student earned the lowest obtainable scale score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student had an unlisted resource that changes the construct being measured (California Code of Regulations, Title 5, Section 835.8)</td>
</tr>
<tr>
<td>3</td>
<td>Score ranges</td>
<td>A chart provides data for the student’s current achievement level and overall score as well as the average score for the state. Note that, because the state averages are calculated each year using the data from just the previous three years, there might be slight differences in what is shown as the state average scores from one year to the next on Student Score Reports for a grade level.</td>
</tr>
</tbody>
</table>

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Performance Summary Text
Possible progress summary outcomes for students are as follows:

- [Student] showed understanding of core concepts in [content area], such as [example].
- [Student] showed foundational understanding of core concepts in [content area], such as [example].
- [Student] showed limited understanding of core concepts in [content area], such as [example].

Pages 2 and 3 of 4, Sample Content Area Section, Bottom: Score History
### Table II.10 The Student Score Report for the CAAs for ELA and Mathematics: Score History Descriptions

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content area</td>
<td>The bar over the historical scores indicates the content area being reported.</td>
</tr>
<tr>
<td>2.</td>
<td>Averages</td>
<td>The state averages for the historical grade tested during the two prior testing years are presented along with the three-year average that accompanies the current year’s score. For the average accompanying the current year’s score, because state averages are calculated each year using the data from just the three previous years, there might be slight differences in what is shown as the state average scores from one year to the next on Student Score Reports for a grade level.</td>
</tr>
<tr>
<td>3.</td>
<td>Previous-year’s score(s) (grades four through eight SSRs only)</td>
<td>The leftmost and middle level numbers corresponding with the accompanying scale score and achievement level label for the grade-level content-area test taken during a previous CAASPP administration.</td>
</tr>
<tr>
<td>4.</td>
<td>Current-year’s score</td>
<td>The rightmost graph represents the student’s scale score and achievement level for this year.</td>
</tr>
</tbody>
</table>
Page 4, Bottom: Additional Information

Table II.11 The Student Score Report for the CAAs for ELA and Mathematics: Parent/Guardian Resources

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>CAA for Science Field Test</strong></td>
<td>Students in grades five and eight, as well as those in grade eleven who took the science assessment, will see a description of the CAA for Science field test.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Additional information</strong></td>
<td>This section describes the new Smarter Balanced Starting Smarter website, which describes student score reports and other information that supports student learning. It also describes the CAASPP Results website on which results for schools, districts, and the state are found.</td>
</tr>
</tbody>
</table>
Sample of the Student Score Report for the CAAs for ELA and Mathematics

Grade Five, Page 1

Madison’s 2019 California Alternate Assessments (CAAs)

<table>
<thead>
<tr>
<th>California Assessment of Student Performance and Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madison Martinez</td>
</tr>
<tr>
<td>CAA SCORE REPORT</td>
</tr>
<tr>
<td>2018–19</td>
</tr>
</tbody>
</table>

| FOR THE PARENT/GUARDIAN OF:                    |
| M ADISON MARTINEZ                             |
| 1234 MAIN STREET                              |
| YOUR CITY, CA 12345                           |

| Student #: 99999999999                        |
| Date of Birth: 04/01/2008                     |
| Grade: 5                                      |
| Test Date: Spring 2019                       |
| School: California Middle School             |
| LEA: California Unified                       |
| CDS: 9999991999991                           |

Statewide Assessments: Just One Measure of Madison’s Progress
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.

<table>
<thead>
<tr>
<th>Madison’s Overall CAA English Language Arts/Literacy (ELA) Level for 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL</strong> 3 — Alternate</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Madison’s Overall CAA Mathematics Level for 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL</strong> 3 — Alternate</td>
</tr>
</tbody>
</table>

What do my child’s scores mean?
There are three levels of scores for CAA ELA and CAA mathematics.

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

---

Page 1 of 4
Grade Five, Page 2

CA English Language Arts/Literacy (ELA)

**Level 3—Alternate**

Madison showed understanding of core concepts in English language arts/literacy, such as identifying the main idea of a story.

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.

CAA ELA Score History

**Grade 4**

Your child’s score:

- **LEVEL 2**
- 545 Level 2—Alternate
- State Average: 543

**Grade 5**

Your child’s score:

- **LEVEL 2**
- 559 Level 2—Alternate
- State Average: 549

**Grade 6**

Your child’s score:

- **LEVEL 3**
- 585 Level 3—Alternate
- State Average: 551

Page 2 of 4
Grade Five, Page 3

CAA Mathematics

Level 3—Alternate (560–599)

Level 2—Alternate (545–559)

Level 1—Alternate (500–544)

Your Child's Score

State Average

Madison showed understanding of core concepts in mathematics, such as solving addition, subtraction of decimals and division with whole numbers.

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.

CAA Mathematics Score History

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your child’s score:</td>
<td>Your child’s score:</td>
<td>Your child’s score:</td>
</tr>
<tr>
<td>LEVEL 1</td>
<td>LEVEL 2</td>
<td>LEVEL 3</td>
</tr>
<tr>
<td>State Average: 542</td>
<td>State Average: 547</td>
<td>State Average: 558</td>
</tr>
<tr>
<td>541 Level 2—Alternate</td>
<td>552 Level 2—Alternate</td>
<td>563 Level 3—Alternate</td>
</tr>
</tbody>
</table>
Madison’s 2019 California Alternate Assessments (CAAs)

CAA for Science Field Test

This year, students in the fifth grade participated in the 2019 field test 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 field test is meant to evaluate test questions, as well as help students, parents/guardians, and teachers become familiar with new standards and content.

Parent/Guardian Resources

Visit the test score website at [http://ca.startingsmarter.org](http://ca.startingsmarter.org) to:

- Understand your child’s score report
- Check out sample test questions
- Find free resources to support your child’s learning

Complete results for schools, districts, or the state are available on the CAASPP results website at: [https://caaspp.cde.ca.gov/](https://caaspp.cde.ca.gov/)
Student Score Reports for the California Science Test (CAST)

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>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.</td>
</tr>
<tr>
<td>Format</td>
<td>The CAASPP Student Score Report for the CAST consists of a single two-sided page:</td>
</tr>
<tr>
<td></td>
<td>• Page 1</td>
</tr>
<tr>
<td></td>
<td>– Student’s achievement levels and scale scores for the current year</td>
</tr>
<tr>
<td></td>
<td>– Descriptions of the CAASPP System and score meaning</td>
</tr>
<tr>
<td></td>
<td>– Student information</td>
</tr>
<tr>
<td></td>
<td>• Page 2</td>
</tr>
<tr>
<td></td>
<td>– Breakdown of performance on the achievement levels for the domains or areas in science</td>
</tr>
<tr>
<td></td>
<td>– Additional information for parents or guardians</td>
</tr>
<tr>
<td>Action</td>
<td>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 in the Test Operations Management System. 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.</td>
</tr>
<tr>
<td>Focus</td>
<td>Individual student’s results for ELA and mathematics</td>
</tr>
</tbody>
</table>

Data displayed on the samples in this guide are for demonstration purposes only. Student Score Report samples may include minor variances from actual reports. Score ranges will not be final until late 2019.
Explanation of the Student Score Report for the CAST

Note: CAST SSRs will be available in late fall 2019.

CAST SSRs feature colored bar graphs representing the four achievement levels in the following order from top to bottom:

1. Standard Exceeded (Level 4) (blue)
2. Standard Met (Level 3) (green)
3. Standard Nearly Met (Level 2) (yellow)
4. Standard Not Met (Level 1) (orange)

Because these are based on different academic standards, these scores cannot be compared with scores for different content areas (for example, between the science and mathematics assessments), results type (for example, preliminary indicators and scale scores and achievement levels), 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.

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, 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.
### Table II.12 The Student Score Report for the CAST: Student Information Descriptions

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student’s mailing address</td>
<td>This area shows the student’s residential address as listed in the California Longitudinal Pupil Achievement Data System (CALPADS).</td>
</tr>
</tbody>
</table>
| 2.      | Student and school information | This area shows information about the student and the school and LEA name, as well as the county/district code.                  
  **Note:** The grade noted indicates the grade in which the student was enrolled at the start of testing. |
| 3.      | CAST results overview          | This paragraph provides an overview of the purpose of CAST results.                                                                        |
About the CAST for Grade 8

The CAST is a challenging new science test that measures how well your child understands the scientific core ideas, concepts, and practices taught in Grade 8. The CAST assesses skills such as critical thinking and problem solving. The CAST contains stand-alone questions and performance tasks. The stand-alone questions include multiple choice, matching, fill-in, graphing, and short written responses. The performance tasks ask students to make sense of scientific phenomena in simulated experiments or real world situations. The knowledge and skills assessed on the CAST are critical for students to be prepared for success in college or career.

Table II.13  The Student Score Report for the CAST: Score Overview Descriptions

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content area scale score and achievement level</td>
<td>This box provides the student's scale score and achievement level for the CAST.</td>
</tr>
<tr>
<td>2.</td>
<td>Achievement levels</td>
<td>This area lists the CAST achievement levels.</td>
</tr>
</tbody>
</table>
Table II.14  The Student Score Report for the CAST: 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</td>
<td>This indicator summarizes the student’s achievement level for the content area. If the student did not test, the achievement level number and label are replaced here with “Not Tested.”</td>
</tr>
<tr>
<td>2</td>
<td>Not tested (not shown)</td>
<td>If present, additional text will be included in the progress summary section for the content area if the student did not receive a score because the student did not take the assessment.</td>
</tr>
</tbody>
</table>
Table II.14 (continued)

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Special condition (Not shown)</td>
<td>A caution message also will be included under the progress summary for one of the following reasons:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Invalidated appeal for online tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student observed cheating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student earned the lowest obtainable scale score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student had an unlisted resource that changes the construct being measured (California Code of Regulations, Title 5, Section 835.8)</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>Score range</td>
<td>A chart provides data for the current year for two metrics:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>student achievement level and student overall score</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>Performance summary</td>
<td>This paragraph describes the student’s progress based on his or her achievement level for the content area. Summaries are listed in the Performance Summary Text subsection.</td>
</tr>
</tbody>
</table>

Performance Summary Text

Possible progress summary outcomes for students are as follows:

- [Student]'s score of [score] did not meet the standard for [grade level] science.
- [Student]'s score of [score] nearly met the standard for [grade level] science.
- [Student]'s score of [score] met the standard for [grade level] science.
- [Student]'s score of [score] exceeded the standard for [grade level] science.
### Table II.15 The Student Score Report for the CAST: Score Breakdowns

<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.</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>
Page 2, Bottom: Additional Information

Table II.16 The Student Score Report for the CAST: Parent/Guardian Resources

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Starting Smarter website information</td>
<td>This section describes the new Smarter Balanced Starting Smarter website, which describes student score reports and other information that supports student learning.</td>
</tr>
<tr>
<td>2</td>
<td>CAASPP Results website information</td>
<td>This section describes the CAASPP Results website on which results for schools, districts, and the state are found.</td>
</tr>
</tbody>
</table>
Sample of the Student Score Report for the CAST

Grade Eight, Page 1

<table>
<thead>
<tr>
<th>Austin’s Overall Science Level for 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 4</strong> Standard Exceeded</td>
</tr>
</tbody>
</table>

A New Kind of Science Test for California

This year, students in Grade 8 took the new California Science Test (CAST). This test measures students’ understanding of the California Next Generation Science Standards (CA NGSS), which cover the core ideas, concepts, and practices in science and engineering. The CAST is one measure of your child’s academic performance. Your child’s results should be viewed with other available information—such as classroom tests, assignments, and grades.

What do my child’s scores mean?

There are four levels of scores for science, “Standard Met” and “Standard Exceeded” are the state targets for all students.

- Standard Exceeded (Level 4)
- Standard Met (Level 3)
- Standard Nearly Met (Level 2)
- Standard Not Met (Level 1)

About the CAST for Grade 8

The CAST is a challenging new science test that measures how well your child understands the scientific core ideas, concepts, and practices taught in Grade 8. The CAST assesses skills such as critical thinking and problem solving. The CAST contains stand-alone questions and performance tasks. The stand-alone questions include multiple choice, matching, fill-in, graphing, and short written responses. The performance tasks ask students to make sense of scientific phenomena in simulated experiments or real world situations. The knowledge and skills assessed on the CAST are critical for students to be prepared for success in college or career.
Grade Eight, Page 2

Austin’s 2019 California Science Test (CAST)

**Level 4**

Standard Exceeded

Austin’s score of 4 exceeded the standard for Grade 8 science.

Science Area Performance

How well does your child understand the core ideas, concepts, and practices in science?

- **Life Sciences**: Focusing on structures and processes in living things, ecosystems, heredity and biological evolution
  - Below Standard
  - Near Standard
  - Above Standard

- **Physical Sciences**: Focusing on matter and its interactions, motion and stability, energy, and waves and their applications
  - Below Standard
  - Near Standard
  - Above Standard

- **Earth and Space Sciences**: Focusing on Earth’s place in the universe, Earth’s systems, and Earth and human activity
  - Below Standard
  - Near Standard
  - Above Standard

Parent/Guardian Resources

Visit the test score website at [https://ca.startingsmarter.org](https://ca.startingsmarter.org) to:

- Understand your child’s score report
- Check out sample test questions
- Find free resources to support your child’s learning

Complete results for schools, districts, or the state are available on the CAASPP results website at: [https://caaspp.cde.ca.gov](https://caaspp.cde.ca.gov).
### Student Score Reports for the California Spanish Assessment (CSA) in Grades Three Through Twelve

<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 CSA (consists of a single two-sided page)  
  - Page 1  
  - Student’s achievement levels and scale scores for the current year  
  - Descriptions of the CSA and score meaning  
  - Student information  
  - Page 2  
  - Breakdown of performance on the achievement levels for the domains or areas in science  
  - Additional information for parents or guardians |
| **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 in the Test Operations Management System. 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. |
| **Focus** | Individual student’s results for CSA |

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. Score ranges will not be final until late 2019.
Explanation of the Student Score Report for the CSA

Note: CSA SSRs will be available in late fall 2019.

CSA SSRs feature colored bar graphs representing the three achievement levels in the following order from top to bottom:

1. High Degree (Level 3) (blue)
2. Moderate Degree (Level 2) (yellow)
3. Limited Degree (Level 1) (orange)

Because these are based on different academic standards, these scores cannot be compared with scores for different content areas (for example, between the science and Spanish 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.

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, 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.
Page 1 of 2, Top: Student Information

Table II.17 The Student Score Report for the CSA: Student Information Descriptions

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student’s mailing address</td>
<td>This area shows the student’s residential address as listed in the California Longitudinal Pupil Achievement Data System (CALPADS).</td>
</tr>
<tr>
<td>2</td>
<td>Student and school information</td>
<td>This area shows information about the student and the school and LEA name, as well as the county/district code. Note: The grade noted indicates the grade in which the student was enrolled at the start of testing.</td>
</tr>
<tr>
<td>3</td>
<td>CSA results overview</td>
<td>This paragraph provides an overview of the purpose of CSA results.</td>
</tr>
</tbody>
</table>
Page 1 of 2, Bottom: Score Overview

Table II.18 The Student Score Report for the CSA: Score Overview Descriptions

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content area scale score and achievement level</td>
<td>This box provides the student's scale score and achievement level for the CSA.</td>
</tr>
<tr>
<td>2</td>
<td>Achievement levels</td>
<td>This area lists the CSA achievement levels.</td>
</tr>
<tr>
<td>3</td>
<td>Score history</td>
<td>In subsequent CSA administrations, this area will show the student's past-year scores if the student took the CSA previously.</td>
</tr>
</tbody>
</table>
Table II.19 The Student Score Report for the CSA: Summary of Student Results

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td><strong>Score summary</strong></td>
<td>This indicator summarizes the student’s achievement level for the content area.</td>
</tr>
<tr>
<td><strong>1.</strong></td>
<td><strong>Special condition</strong></td>
<td>A caution message also will be included under the progress summary for one of the following reasons:</td>
</tr>
<tr>
<td></td>
<td><strong>(Not shown)</strong></td>
<td>‒ Invalidated appeal for online tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‒ Student observed cheating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‒ Student earned the lowest obtainable scale score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‒ Student had an unlisted resource that changes the construct being measured (California Code of Regulations, Title 5, Section 835.8)</td>
</tr>
</tbody>
</table>

Madison’s score demonstrates a high degree of grade-appropriate Spanish literacy in reading, writing mechanics, and listening.
Table II.19 (continued)

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Score range</td>
<td>A chart provides data for the current years for two metrics: student achievement level and student overall score</td>
</tr>
<tr>
<td>3.</td>
<td>Performance summary</td>
<td>This paragraph describes the student’s progress based on his or her achievement level for the content area. Summaries are listed in the <em>Performance Summary Text</em> subsection.</td>
</tr>
</tbody>
</table>

**Performance Summary Text**

Possible progress summary outcomes for students are as follows:

- [Student]'s score demonstrates a limited degree of grade-appropriate Spanish literacy in reading, writing mechanics, and listening.
- [Student]'s score demonstrates a moderate degree of grade-appropriate Spanish literacy in reading, writing mechanics, and listening.
- [Student]'s score demonstrates a high degree of grade-appropriate Spanish literacy in reading, writing mechanics, and listening.

**Page 2, Middle: Score Breakdowns**
Table II.20  The Student Score Report for the CSA: Score Breakdowns

<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 High Degree achievement level for his or her grade.</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 Progressing and Well-Developed. 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 (Well-Developed) or where a child is struggling and needs help to improve (Progressing).</td>
</tr>
</tbody>
</table>
### Parent/Guardian Resources

1. Visit the test score website at [https://ca.startingsmarter.org](https://ca.startingsmarter.org) to:
   - Understand your child’s score report
   - Check out sample test questions
   - Find free resources to support your child’s learning

2. Complete results for schools, districts, or the state are available on the CAASPP results website at: [https://caaspp.cde.ca.gov/](https://caaspp.cde.ca.gov/)

### Table II.21 The Student Score Report for CSA: Parent/Guardian Resources

<table>
<thead>
<tr>
<th>Callout</th>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Starting Smarter</td>
<td>This section describes the new Smarter Balanced Starting Smarter website, which describes student score reports and other information that supports student learning.</td>
</tr>
<tr>
<td></td>
<td>website information</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>CAASPP Results</td>
<td>This section describes the CAASPP Results website on which results for schools, districts, and the state are found.</td>
</tr>
<tr>
<td></td>
<td>website information</td>
<td></td>
</tr>
</tbody>
</table>
Sample of the Student Score Report for the CSA

Grade Five, Page 1

**Madison’s 2019 California Spanish Assessment (CSA)**

FOR THE PARENT/GUARDIAN OF:
MADISON MARTINEZ
1234 MAIN STREET
YOUR CITY, CA 12345

Student #: 9999999999
Date of Birth: 04/01/2008
Grade: 5
Test Date: Spring 2019
School: California Elementary School
LEA: California Unified
CDS: 99999919999991

A New Kind of Spanish Assessment for California
The California Spanish Assessment (CSA) is a computer-based Spanish language arts test available to students in grades three through eight and high school. School districts can administer the test to any student in California who is receiving instruction in Spanish or seeking a measure of a student’s Spanish reading, writing mechanics, and listening skills.

**Madison’s Overall CSA Level for 2019**

LEVEL 3
High Degree

**What do my child’s scores mean?**
There are three levels of scores indicating the degree of Spanish literacy for the CSA:
- High Degree (Level 3)
- Moderate Degree (Level 2)
- Limited Degree (Level 1)

**CSA Score History**
This was Madison’s first time taking the CSA. If Madison takes the test again next year, this area will show the score history.
Grade Five, Page 2

Madison’s 2019 California Spanish Assessment (CSA)

**Level 3** High Degree

Madison’s score demonstrates a high degree of grade-appropriate Spanish literacy in reading, writing mechanics, and listening.

**Spanish Area Performance**

- **Reading:** Your child’s understanding of written stories and information in Spanish
  - Progressing
  - Well-Developed

- **Writing Mechanics:** Your child’s understanding of the mechanics of writing in Spanish
  - Progressing
  - Well-Developed

- **Listening:** Your child’s understanding of information spoken in Spanish
  - Progressing
  - Well-Developed

**Parent/Guardian Resources**

Visit the test score website at [http://ca.startingsmarter.org](http://ca.startingsmarter.org) to:

- Understand your child’s score report
- Check out sample test questions
- Find free resources to support your child’s learning

Complete results for schools, districts, or the state are available on the CAASPP results website at: [https://caaspp.cde.ca.gov/](https://caaspp.cde.ca.gov/).
III. Appendices
## 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>
Smarter Balanced Claims and Assessment Targets

English Language Arts/Literacy

Grade Three English Language Arts/Literacy (ELA)

Grade Three READING

Informational Text

- **Key Details:** Use explicit details and implicit information from the text to support answers or inferences about information presented
- **Central Ideas:** Identify or summarize central ideas/key events, or procedures and details that support them
- **Word Meanings:** Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary, glossary)
- **Reasoning & Evidence:** Use supporting evidence to interpret and explain how information is presented or connected within or across texts (author’s point of view, ideas and supporting details, relationships)
- **Analysis Within or Across Texts:** Specify, integrate, or compare information within or across texts (e.g., cause effect, integrate information)
- **Text Structures/Features:** Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information
- **Language Use:** Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context

Literary Text

- **Key Details:** Use explicit details and information from the text to support answers or basic inferences
- **Central Ideas:** Identify or summarize central ideas, key events, or the sequence of events presented in a text
- **Word Meanings:** Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary)
- **Reasoning & Evidence:** Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings; point of view, author’s lesson or message
Analysis Within or Across Texts: Specify or compare relationships across texts (e.g., literary elements, problem solution, theme)

Text Structures & Features: Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information

Language Use: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context

Grade Three WRITING

Write/Revise Brief Texts: Write or revise one or more paragraphs demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, or authors’ craft appropriate to purpose (detailing characters, plot, setting, or an event)

Compose Full Texts: Write full compositions demonstrating narrative strategies (dialogue, sensory or concrete details, description), structures, and authors’ craft appropriate to purpose (detailing characters, plot, and setting)

Write/Revise Brief Texts: Write or revise one or more paragraphs demonstrating ability to organize ideas by stating a focus, including supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience

Compose Full Texts: Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include supporting evidence (from text when appropriate to prompt) and elaboration, and provide a conclusion

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

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

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

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

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

Technology: Use tools of technology to gather information, make revisions, or to produce texts
Grade Three LISTENING AND SPEAKING

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

Grade Three RESEARCH/INQUIRY

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

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

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

Grade Four ELA

Grade Four READING

Informational Text

Key Details: Use explicit details and implicit information from the text to support answers or basic inferences about information presented

Central Ideas: Identify or summarize central ideas, key events, or procedures

Word Meanings: Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary)

Reasoning & Evaluation: Use supporting evidence to justify or interpret how information is presented or integrated (author’s reasoning, type of account, visual/graphic information, concepts, ideas)

Analysis Within or Across Texts: Interpret, explain, or connect information presented within or across texts (e.g., compare-contrast, show cause-effect, integrate information)

Text Structures/Features: Relate knowledge of text structures and text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information

Language Use: Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone

Literary Text

Key Details: Use explicit details and implicit information from the text to support answers or basic inferences

Central Ideas: Identify or summarize central ideas/key events
Word Meanings: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus)

Reasoning & Evaluation: Use supporting evidence to justify/explain inferences (character development/actions/traits; first or third person point of view; theme; author’s message)

Analysis Within Or Across Texts: Interpret, specify, or compare how information is presented across texts (first-third person point of view, visual/oral formats, topics, themes, patterns of events)

Text Structures & Features: Relate knowledge of structural elements of texts or text features to obtain, interpret, explain, or connect information within texts

Language Use: Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone

Grade Four WRITING

Write/Revise Brief Texts: Write or revise one or more paragraphs demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, or authors’ craft appropriate to purpose (detailing characters, plot, setting, or an event)

Compose Full Texts: Write full compositions demonstrating narrative strategies (dialogue, sensory or concrete details, description), structures, and authors’ craft appropriate to purpose (detailing characters, plot, and setting)

Write/Revise Brief Texts: Write or revise one or more paragraphs demonstrating ability to organize ideas by stating a focus, including supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience

Compose Full Texts: Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include supporting evidence (from text when appropriate to prompt) and elaboration, and provide a conclusion

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

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

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

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

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

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

**Grade Four LISTENING AND SPEAKING**

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

**Grade Four RESEARCH/INQUIRY**

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

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

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

**Grade Five ELA**

**Grade Five READING**

**Informational Text**

**Key Details:** Use explicit details and implicit information from texts to support answers or inferences about information presented

**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)

**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

Key Details: Use explicit details and implicit information from the text to support answers or inferences about information

Central Ideas: Identify or summarize central ideas/key events

Word Meanings: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus)

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

Informational Text

Key Details: Use explicit details and implicit information from texts to support inferences or analyses of the information presented.

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

Key Details: Use explicit details and implicit information from the text to support inferences or analyses of the information presented

Central Ideas: Summarize central ideas/key events

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)

- **Compose Full Texts**: Write longer narrative texts demonstrating narrative strategies, structures, transitions, and authors’ craft appropriate to purpose (writing a speech, developing point of view, style in short story)

- **Write/Revise Brief Texts**: Apply a variety of strategies when writing or revising one or more paragraphs of informational text: organizing ideas by stating and maintaining a focus/tone, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience

- **Compose Full Texts**: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, develop a topic including citing relevant supporting evidence (from text when appropriate) and elaboration, with appropriate transitions for coherence, and providing a conclusion

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

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

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

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

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

- **Technology**: Use tools of technology to gather information, make revisions, or to produce texts
Grade Six LISTENING AND SPEAKING

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

Grade Six RESEARCH/INQUIRY

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

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

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

Grade Seven ELA

Grade Seven READING

Informational Text

Key Details: Use explicit details and implicit information from texts to support inferences or analyses of the information presented

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, inset text)

Reasoning & Evidence: Use supporting evidence to justify interpretations of information presented or how it is integrated (author’s reasoning; interactions among events, concepts, people, or development of ideas)

Analysis Within or Across Texts: Analyze and compare relationships within or across texts (point of view, genre features, topic)

Text Structures & Features: Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation

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

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
Appendices |
Smarter Balanced Claims and Assessment Targets

- **Word Meanings:** Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, digital tools)

- **Reasoning & Evidence:** Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made

- **Analysis Within or Across Texts:** Analyze how information is presented showing relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material to develop literary elements

- **Text Structures & Features:** Relate knowledge of text structures or genre-specific features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation (e.g., layout; visual or auditory elements—lighting, camera effects, music; symbolic or graphic representations)

- **Language Use:** Interpret impact or intent of figurative language use (e.g., alliteration, onomatopoeia, imagery), literary devices (e.g., flashback, foreshadowing), or connotative meanings of words and phrases used in context and their impact on reader interpretation

**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
Appendices

Comprehensive Claims and Assessment Targets

June 2019 2018–19 CAASPP Post-Test Guide

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- 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/purpose support claims, concepts, ideas; relevance of evidence or elaboration to support claims)
Appendices | Smarter Balanced Claims and Assessment Targets

- **Analysis Within or Across Texts:** Analyze one or more texts to determine how connections are made among topics/information presented; or how conflicting information or presentation format reveals author interpretation of the topic

- **Text Structures/Features:** Relate knowledge of text structures, formats, or genre-specific features (visual/graphic elements) to analyze the impact (advantages/disadvantages) on meaning or presentation

- **Language Use:** Interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context

**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 features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation

- **Language Use:** Determine or interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone

**Grade Eight WRITING**

- **Write/Revise Brief Texts:** Apply narrative strategies (e.g., dialogue, description) and appropriate text structures and transitions when writing or revising one or more paragraphs of narrative text (e.g., introduce narrator or use dialogue when describing an event)

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

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

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

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

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

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

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

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

Grade Eight LISTENING AND SPEAKING

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

Grade Eight RESEARCH/INQUIRY

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

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

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

Grade Eleven READING

Informational Text

- **Key Details:** Cite 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 relevant details
- **Word Meanings:** Determine intended or precise meanings of words, including domain-specific/technical (tier 3) terms, distinguishing connotation-denotation, and words with multiple meanings (academic/tier 2 words), based on context, word patterns, relationships, etymology, or use of specialized resources (e.g., dictionary, glossary, digital tools)
- **Reasoning & Evaluation:** Apply reasoning and a range of textual evidence to justify analyses of author’s presentation of information (author’s line of reasoning, point of view/purpose; relevance of evidence or elaboration to support claims; development or connections among complex concepts or ideas)
- **Analysis Within or Across Texts:** Analyze texts to determine how connections are made in development of complex ideas or events; or in development of topics, themes, rhetorical features
- **Text Structures/Features:** Relate knowledge of text structures or formats, or genre features (e.g., graphic/visual information) to integrate information or analyze the impact on meaning or presentation
- **Language Use:** Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone

Literary Text

- **Key Details:** Cite explicit textual evidence to support inferences made or conclusions drawn about texts
- **Central Ideas:** Summarize central ideas/key events using key relevant details
- **Word Meanings:** Determine intended, precise, or nuanced meanings of words, including distinguishing connotation-denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools)
- **Reasoning & Evaluation:** Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of universal themes, characters; impact of point of view or discourse style (e.g., dramatic irony, humor, satire, understatement) on plot/subplot development)
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

Text Structures/Features: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation

Language Use: Determine or analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox), or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone

Grade Eleven WRITING

Write/Revise Brief Texts: Apply narrative strategies (e.g., dialogue, description) and appropriate text structures and transitions when writing or revising one or more paragraphs of narrative text (e.g., introduce narrator point of view, use dialogue to advance the action)

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

Write/Revise Brief Texts: Apply a variety of strategies when writing or revising one or more paragraphs of informational texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence (from texts when appropriate) and elaboration, or providing a conclusion appropriate to purpose and audience

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

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

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

Compose Full Texts: Write full persuasive pieces/arguments about topics or texts, attending to purpose and audience: establishing and supporting a claim, organizing and citing supporting evidence (from texts when appropriate) from credible sources, and providing a conclusion appropriate to purpose and audience
Language & Vocabulary Use: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts

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

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

**Grade Eleven LISTENING AND SPEAKING**

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

**Grade Eleven RESEARCH/INQUIRY**

- **Analyze/Integrate Information:** Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic
- **Evaluate Information/Sources:** Evaluate relevancy, accuracy, and completeness of information from multiple sources
- **Use Evidence:** Cite evidence to support arguments or conjectures

**Mathematics**

**Grade Three Mathematics**

**Grade Three CONCEPTS AND PROCEDURES**

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

Reason with shapes and their attributes.

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

[No subtopics 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.]
Appendices | Smarter Balanced Claims and Assessment Targets

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.
Appendices | Smarter Balanced Claims and Assessment Targets

**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.]
Additional Resources

General CAASPP Information

- California Department of Education’s California Assessment of Student Performance and Progress (CAASPP) System web page—
  http://www.cde.ca.gov/ta/tg/ca/
- California Technical Assistance Center’s CAASPP website—
  http://www.caaspp.org/
- 2018–19 CAASPP Results Are In—Now What? archived webcasts web page—
  linked at http://www.caaspp.org/training/caaspp/
- Smarter Balanced Assessment Consortium’s Smarter Assessments web page—
  http://www.smarterbalanced.org/assessments/

Smarter Balanced Achievement Levels

- CAASPP Starting Smarter website—https://ca.startingsmarter.org/
- Smarter Balanced Assessment Consortium Reporting Scores web page—
  http://www.smarterbalanced.org/assessments/scores/
- Smarter Balanced Assessment Consortium 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

CAASPP Electronic Student Score Reports Communications Toolkit web page—
http://www.caaspp.org/administration/reporting/essr-communications-toolkit.html