![CAASPP logo]

**California Assessment of
Student Performance and Progress**

Assessment Target Reports
Frequently Asked Questions

The California Department of Education (CDE) recently released a new score report as part of the California Assessment of Student Performance and Progress (CAASPP) reporting system: the Assessment Target Report. This report, along with other score reports available through the CAASPP Online Reporting System (ORS), is part of a suite of materials that can be useful in determining patterns of performance to help inform teaching and learning.

1. How are Smarter Balanced scores reported?

Smarter Balanced uses an evidence-centered design to develop assessment items. That design results in a hierarchical scoring and reporting system with the total score provided at the content domain area (English language arts/literacy or mathematics) being the broadest and the assessment target score representing a more detailed or granular level of information.

Assessment Target

Claim

Content Domain (CCSS English language arts and mathematics)
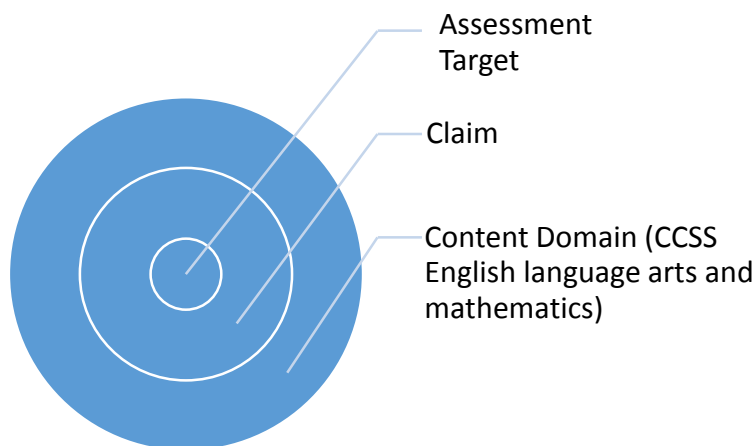
2. What is the hierarchy of scores and reporting?

In order to maximize the use of the score reports, it is important to understand the Smarter Balanced hierarchical scoring/reporting system. Using these reports together will help inform instruction.

First, each student receives a total score, expressed as a 4-digit scale score and performance level for each content domain area.

Second, the student's performance on each claim, represented by one of three achievement levels—Below Standard, Near Standard, Above Standard—is reported. A claim is a statement about what a student knows or is able to do. Smarter Balanced has identified four claims specific to English language arts/literacy (ELA) and four claims for mathematics that focus on what students are expected to know and be able to do at each grade level. Claims can include more than one target.

Example of an ELA Claim

Reading Claim #1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

The next level of reporting is at the assessment target level. An assessment target defines the grade-specific knowledge, skill, or ability that students should know or be able to demonstrate within the domain of either ELA or mathematics. The Assessment Target Reports provide additional information about groups of students at the more granular target level.

Example of an ELA Assessment Target

Grade 5—Reading Claim #1 Assessment Target

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

3. What do the Assessment Target Reports indicate?

For ELA, the Assessment Target Reports are produced for each of Claims 1 through 4:

Claim 1—Reading

Claim 2—Writing

Claim 3—Listening

Claim 4—Research/Inquiry

For mathematics, the Assessment Target Reports are produced for Claim 1 only.

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.

Unlike the overall ELA or mathematics score, the Assessment Target Report does not address absolute performance, but rather the report is an indicator of strengths and weaknesses **relative** to the test performances as a whole of the group you are viewing. Unlike performance levels provided at the content area level, these strengths and weaknesses do not imply proficiency or that a particular content standard has been met. The target report shows how a group of students performed on a target compared to their overall performance on the assessment.

For example, a group of students may have performed extremely well in ELA overall, but their performance in some of the target areas may be relatively lower than the overall performance. Thus, the minus sign for a target does not imply a lack of proficiency. Instead, it simply communicates that these students' performance on that target was statistically lower than their performance across all other targets combined. Although the students performed well on the test as a whole, an educator may want to focus instruction on these areas, particularly if other sources of evidence support that decision.

The table below displays the description of each of the assessment target icons:

Icon	Target Level	Description
✚	Better than performance on the test as a whole	This target is a relative strength. The group of students performed better on items from this target than they did on the rest of the test as a whole.
▬	Similar to performance on the test as a whole	This target is neither a relative strength nor a relative weakness. The group of students performed about as well on items from this target as they did on the rest of the test as a whole.
▬	Worse than performance on the test as a whole	This target is a relative weakness. The group of students did not perform as well on items from this target as they did on the rest of the test as a whole.
◆	Insufficient Information	Not enough information is available to determine whether this target is a relative strength or weakness.

4. How are the Assessment Target Reports accessed?

Assessment Target Reports are available in the ORS for default or created groups of students. This report can be found in the ORS General Navigation menu, initiated by clicking on the magnifying glass when viewing the desired group (district, school, or roster of students). The *CAASPP Assessment Target Reports Quick Start Guide* provides additional instructions to access the reports:

- Any user who is appropriately credentialed in the Test Operation Management System (TOMS) and whose user role grants them access to ORS Score Reports will be able to view Assessment Target Reports for the group(s) (i.e., roster[s]) corresponding to them.

- Restricted user roles will be limited to viewing data at the appropriate levels. Additional information about user roles can be found in the *TOMS User Roles* page of our CAASPP test administration portal (http://www.caaspp.org/).

5. Considerations and Cautions Using the Assessment Target Reports:

- The reports that are currently available are based on data from the Smarter Balanced Summative Assessments, 2014–15 administration. Target reports for the 2015–16 Smarter Balanced Summative Assessments will be available later in spring 2016.

- The ORS is a real-time system. Therefore, the data for the current administration in this system may change as a result of updated scoring, relevant appeals, and rescores that are processed. Note that the 2014–15 test results, including the target reports, are final and will not change.

- For assessment target performance, relative strengths and weaknesses at each target are reported for aggregate level reports only (e.g., roster, grade, school, or district).

- Assessment target score reports should serve as 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. Assessment target scores based on fewer than 50 students may be less reliable and will have fewer unique items contributing to the overall target summary. Target score reports are not appropriate for individual students.

- ELA and mathematics targets with fewer than 10 contributing items to the assessment target are being suppressed in this report and will not be viewable in the ORS.

- In keeping with the test blueprint, individual students may respond to only a few items within a target or no items at all. Therefore, targets which have too few items or too few students responding to items aligned to those targets are suppressed in the assessment target. Further, educators should not assume individual student needs based on the apparent needs of groups of students. It is critical that educators use multiple pieces of information before determining the needs of individual students.

- Because the relative strengths and weaknesses at each target are computed within a group with a particular overall total performance, comparing target performance across groups may not be appropriate, as different groups will yield different overall performances.

- As with all tests, there is some uncertainty in scores. Please include multiple measures when making instructional decisions about students and classrooms.

6. What is planned for additional support?

Educational Testing Service (ETS), on behalf of the CDE, will be offering Post-Test Workshops designed to support district-level staff who support assessment, curriculum, and/or professional development activities in their local educational agencies. A component of the Post-Test Workshops will be focused on how to maximize the use of the CAASPP suite of reports to inform teaching and learning. Those workshops will be scheduled for May and June 2016.