

STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID #: 999999999
STUDENT #: 999999999 DATE OF BIRTH: 04/01/2004
GRADE: 5 TEST DATE: Spring 2015



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

SCHOOL: California Middle School
LEA: California Unified

Dear Parent/Guardian of Juan Martinez:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests in English language arts/literacy and mathematics. These new, online assessments replaced former tests in these subject areas to provide better information and help students learn.

New assessments are part of California's comprehensive plan for high-quality teaching and learning, which includes more challenging academic standards in English language arts/literacy and mathematics. This report shows Juan's achievement on assessments based on California's new rigorous college and career readiness academic standards. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) program tests in these subject areas, as the CAASPP tests assess more challenging standards.

Additionally, children in grades 5, 8, or 10 took a science test. Juan's results on California's science assessment can be found on the back of this report.

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

Sincerely,

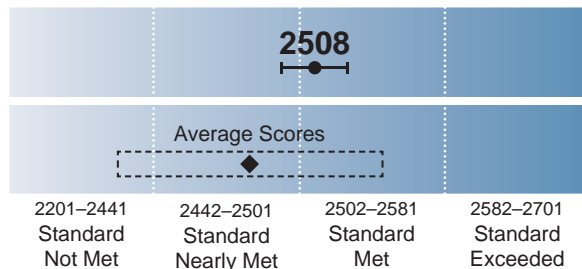
Tom Torlakson,
State Superintendent of Public Instruction



Juan's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: **2508**



YOUR OVERALL SCORE

Average Scores from Last Year

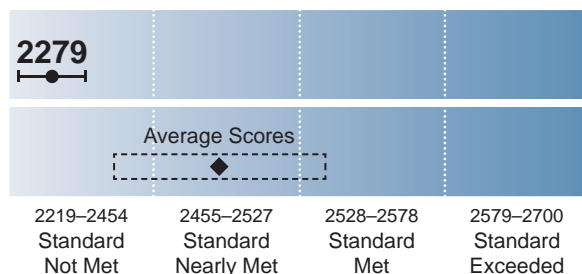
Juan met the achievement standard and demonstrated progress toward mastery of the knowledge and skills in English language arts/literacy needed for success in future coursework.

Students from several states took a trial version of this test in spring 2014. Juan's score from spring 2015 is above the average score of grade 5 students in last year's trial test.

Juan's performance on the four areas that comprise this score can be seen on the back of this report.

MATHEMATICS

Juan's overall score is: **2279**



YOUR OVERALL SCORE

Average Scores from Last Year

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

Students from several states took a trial version of this test in spring 2014. Juan's score from spring 2015 is below the average score of grade 5 students in last year's trial test.

Juan's performance on the three areas that comprise this score can be seen on the back of this report.

The bar around a score indicates the extent to which the score might have been different had the test been taken again.

The box with the diamond shows the middle range (all except the highest 25 percent and the lowest 25 percent) of scores of students who took the trial version of the test in spring 2014. The diamond at the center of the bar represents last year's average score. This information is included so you can see how Juan's score compares to this group of 5th-grade students from several states. To learn more about these tests, visit <http://www.SmarterBalanced.org>.

More information about Juan's scores can be found on the back of this report.

Your ² Guide to Juan's California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

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

The CAASPP English language arts/literacy (ELA) and mathematics tests that Juan took in the spring are more challenging than California's old tests, with content that will be needed to prepare for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These more challenging tests in ELA and mathematics also have a different scoring scale. Because they are based on more rigorous academic standards, these scores cannot be compared with scores that Juan previously received on the Standardized Testing and Reporting (STAR) Program tests in ELA/literacy and mathematics.

These results are one measure of Juan's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and can be used to help guide a conversation with Juan's teacher about how to stay on track in ELA and mathematics.

In the future, California may also develop new assessments in other subjects, including, but not limited to science, history and social science aligned to state-adopted content standards to meet the changing needs of students and schools.

Juan's Results on California's Assessments

The following provides a further breakdown of Juan's overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit <http://www.SmarterBalanced.org/>.

ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: **2508**

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

MATHEMATICS

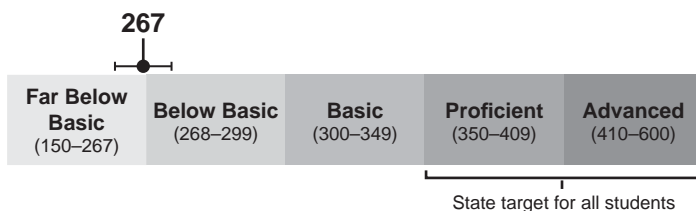
Juan's overall score is: **2279**

AREA	PERFORMANCE
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Above Standard
Concepts & Procedures <i>Applying mathematical concepts and procedures</i>	Below Standard
Communicating Reasoning <i>Demonstrating ability to support mathematical conclusions</i>	Below Standard

Juan's Results on California's Science Assessment

SCIENCE

Juan's score is **267 – Far Below Basic**



Juan's score of 267 is in the Far Below Basic level on California's science assessment.

California recently adopted next generation science standards designed to improve science instruction and learning. New assessments based on these standards are being developed. Once in place, these new tests will not be comparable to the current California Science Assessments.

—●— The bar around Juan's score indicates the extent to which the score might have been different had the test been taken again.

STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID #: 999999999
STUDENT #: 999999999 DATE OF BIRTH: 04/01/2005
GRADE: 4 TEST DATE: Spring 2015



FOR THE PARENT/GUARDIAN OF:
EMILY JOHNSON
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California Elementary School
LEA: California Unified

Dear Parent/Guardian of Emily Johnson:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests in English language arts/literacy and mathematics. These new, online assessments replaced former tests in these subject areas to provide better information and help students learn.

New assessments are part of California's comprehensive plan for high-quality teaching and learning, which includes more challenging academic standards in English language arts/literacy and mathematics. This report shows Emily's achievement on assessments based on California's new rigorous college and career readiness academic standards. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) program tests in these subject areas, as the CAASPP tests assess more challenging standards.

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

Sincerely,

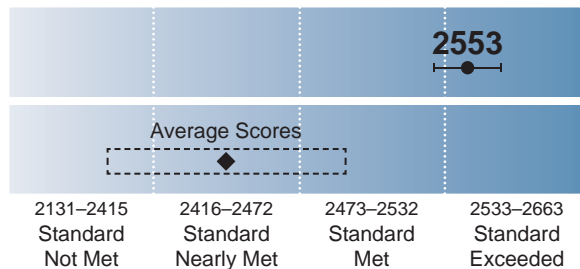
Tom Torlakson,
State Superintendent of Public Instruction



Emily's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2553**



YOUR OVERALL SCORE

Average Scores from Last Year

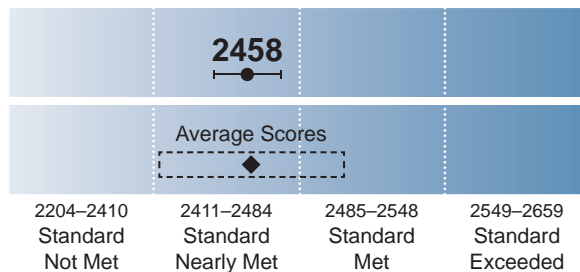
Emily exceeded the achievement standard and demonstrated advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for success in future coursework.

Students from several states took a trial version of this test in spring 2014. Emily's score from spring 2015 is above the average score of grade 4 students in last year's trial test.

Emily's performance on the four areas that comprise this score can be seen on the back of this report.

MATHEMATICS

Emily's overall score is: **2458**



YOUR OVERALL SCORE

Average Scores from Last Year

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

Students from several states took a trial version of this test in spring 2014. Emily's score from spring 2015 is just below the average score of grade 4 students in last year's trial test.

Emily's performance on the three areas that comprise this score can be seen on the back of this report.

The bar around a score indicates the extent to which the score might have been different had the test been taken again.

The box with the diamond shows the middle range (all except the highest 25 percent and the lowest 25 percent) of scores of students who took the trial version of the test in spring 2014. The diamond at the center of the bar represents last year's average score. This information is included so you can see how Emily's score compares to this group of 4th-grade students from several states. To learn more about these tests, visit <http://www.SmarterBalanced.org>.

More information about Emily's scores can be found on the back of this report.

Your ⁴ Guide to Emily's California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

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

The CAASPP English language arts/literacy (ELA) and mathematics tests that Emily took in the spring are more challenging than California's old tests, with content that will be needed to prepare for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These more challenging tests in ELA and mathematics also have a different scoring scale. Because they are based on more rigorous academic standards, these scores cannot be compared with scores that Emily previously received on the Standardized Testing and Reporting (STAR) Program tests in ELA/literacy and mathematics.

These results are one measure of Emily's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and can be used to help guide a conversation with Emily's teacher about how to stay on track in ELA and mathematics.

In the future, California may also develop new assessments in other subjects, including, but not limited to science, history and social science aligned to state-adopted content standards to meet the changing needs of students and schools.

Emily's Results on California's Assessments

The following provides a further breakdown of Emily's overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit <http://www.SmarterBalanced.org/>.

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2553**

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

MATHEMATICS

Emily's overall score is: **2458**

AREA	PERFORMANCE
Communicating Reasoning <i>Demonstrating ability to support mathematical conclusions</i>	Below Standard
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Above Standard
Concepts & Procedures <i>Applying mathematical concepts and procedures</i>	Below Standard

A Comprehensive Plan for Student Success

These new assessments are just one part of California's comprehensive plan for high-quality teaching and learning. The plan also includes higher academic standards, more decision-making in the hands of schools and communities, and more resources dedicated to schools and students with the greatest needs.

Gradually, California is providing more support for teachers, more resources for students and more access to technology. As a result, exciting changes have begun to take place. Along with reading to follow a story, students are learning to read to cite evidence and draw logical conclusions. They are learning to use math to solve real-world problems rather than merely pick out the right multiple-choice answer.

Making these changes will take time and effort, but they are designed to help students succeed in the long run and achieve their dreams of college and a career. Find out more at your child's school, or online at <http://www.cde.ca.gov/>.

STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID #: 999999999
STUDENT #: 999999999 DATE OF BIRTH: 04/01/1999
GRADE: 11 TEST DATE: Spring 2015



FOR THE PARENT/GUARDIAN OF:
CHEN GUAN-YU
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California High School
LEA: California Unified

Dear Parent/Guardian of Chen Guan-Yu:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests in English language arts/literacy and mathematics. These new, online assessments replaced former tests in these subject areas to provide better information and help students learn.

New assessments are part of California's comprehensive plan for high-quality teaching and learning, which includes more challenging academic standards in English language arts/literacy and mathematics. This report shows Chen's achievement on assessments based on California's new rigorous college and career readiness academic standards. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) program tests in these subject areas, as the CAASPP tests assess more challenging standards.

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

Sincerely,

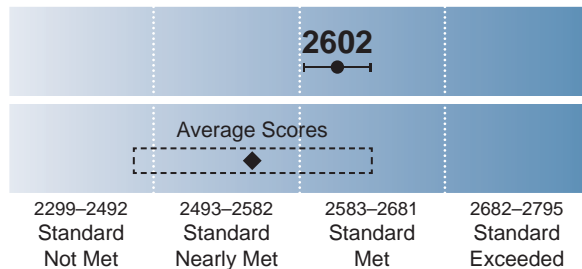
Tom Torlakson,
State Superintendent of Public Instruction



Chen's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Chen's overall score is: **2602**



YOUR OVERALL SCORE

Average Scores from Last Year

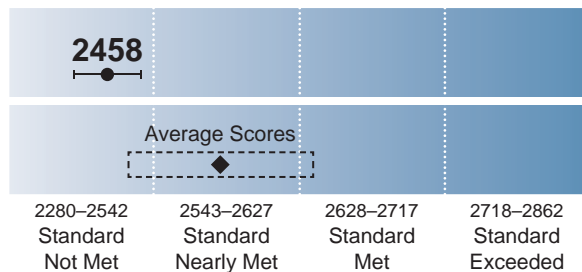
Chen met the achievement standard and demonstrated progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

Students from several states took a trial version of this test in spring 2014. Chen's score from spring 2015 is above the average score of grade eleven students in last year's trial test.

Chen's performance on the four areas that comprise this score can be seen on the back of this report.

MATHEMATICS

Chen's overall score is: **2458**



YOUR OVERALL SCORE

Average Scores from Last Year

Chen did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.

Students from several states took a trial version of this test in spring 2014. Chen's score from spring 2015 is below the average score of grade eleven students in last year's trial test.

Chen's performance on the three areas that comprise this score can be seen on the back of this report.

The bar around a score indicates the extent to which the score might have been different had the test been taken again.

The box with the diamond shows the middle range (all except the highest 25 percent and the lowest 25 percent) of scores of students who took the trial version of the test in spring 2014. The diamond at the center of the bar represents last year's average score. This information is included so you can see how Chen's score compares to this group of 11th-grade students from several states. To learn more about these tests, visit <http://www.SmarterBalanced.org>.

More information about Chen's scores can be found on the back of this report.

Your ⁶ Guide to Chen’s California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

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

The CAASPP English language arts/literacy (ELA) and mathematics tests that Chen took in the spring are more challenging than California’s old tests, with content that will be needed to prepare for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These more challenging tests in ELA and mathematics also have a different scoring scale. Because they are based on more rigorous academic standards, these scores cannot be compared with scores that Chen previously received on the Standardized Testing and Reporting (STAR) Program tests in ELA/literacy and mathematics.

These results are one measure of Chen’s academic performance and provide limited information. Like any important measure of your child’s performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and can be used to help guide a conversation with Chen’s teacher about how to stay on track in ELA and mathematics.

In the future, California may also develop new assessments in other subjects, including, but not limited to science, history and social science aligned to state-adopted content standards to meet the changing needs of students and schools.

Chen’s Results on California’s Assessments

The following provides a further breakdown of Chen’s overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit <http://www.SmarterBalanced.org/>.

ENGLISH LANGUAGE ARTS/LITERACY

Chen’s overall score is: **2602**

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

MATHEMATICS

Chen’s overall score is: **2458**

AREA	PERFORMANCE
Communicating Reasoning <i>Demonstrating ability to support mathematical conclusions</i>	Below Standard
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Above Standard
Concepts & Procedures <i>Applying mathematical concepts and procedures</i>	Below Standard

Grade 11 – Early Assessment Program Status

The CAASPP achievement standards on the front of this report provide an early indicator for a grade eleven student’s readiness for college-level coursework. Review the information at <http://CSUSuccess.org/> to see how this information can help avoid the need for additional testing upon entering a California State University or California Community College.

Standard Exceeded (LEVEL 4): Ready for English and/or Mathematics college-level coursework

Standard Met (LEVEL 3): Conditionally Ready for English and/or Mathematics college-level coursework

Standard Nearly Met (LEVEL 2): Not yet demonstrating readiness for English and/or Mathematics college-level coursework

Standard Not Met (LEVEL 1): Not demonstrating readiness for English and/or Mathematics college-level coursework