

**California Assessment of Student
Progress and Performance
CAASPP**

2015

Acalanes

Campolindo

Las Lomas

Miramonte

California Assessment of Student Performance and Progress

AUHSD students in grade eleven and ten were the first group of California students who participated in the 2014-2015 CAASPP System of state assessments.

2014-2015 CAASPP System included the following required assessments and tools:

- Smarter Balanced Assessments
 - Summative Assessment for grade 11 for English language arts/literacy (ELA) and mathematics.
 - Interim Assessments for grade 11 for English language arts/literacy (ELA) and mathematics.
 - Digital Library consisting of tools and practices designed to help teachers transition to the new assessments and academic standards.
- Alternate Assessments
 - Field test of an alternate assessment replaced the California Alternate Performance Assessment (CAPA) for ELA and mathematics.
 - CAPA for science in grade 10 was administered as in prior years
- Science Assessments
 - Life Science exam in grade 10 - California Standards Test (CST) and California Modified Assessment (CMA) and CAPA
- Standards-based Tests in Spanish (STS)
 - Optional reading/language arts assessments for grade 11 students.

Smarter Balanced Assessments were delivered by computer and consisted of a Computer-Adaptive Selected Response Test and a Performance Task. These assessments were aligned to the California Common Core Standards in ELA and mathematics.

Science assessments were paper and pencil tests and were aligned to the 1998 California science standards.

The Digital Library was available, but infrequently used by the AUHSD teachers and administrators.

AUHSD 2014-2015 CAASPP Assessments			
Test	Content	Participants	Number of AUHSD students With Scores
Smarter Balanced Assessment - Summative	English Language Arts/Literacy Mathematics	All 11 th grade students Exception: <ul style="list-style-type: none"> • Eligible students participating in alternate assessments • ELA only – EL students who were in their first 12 months of attending school in US 	ELA – 1010 (78%) Math – 975 (75%)
Smarter Balanced Assessment - Interim	English Language Arts/Literacy Mathematics	All 11 th grade students	NA Interim assessments were used to practice the SBA interface. Assessments were not graded.
Alternate Assessment	English Language Arts/Literacy Mathematics	11 th grade students with significant cognitive disabilities who are unable to take Smarter Balanced assessments. Students previously took CAPA.	NA Alternate Assessment was not scored. Most AUHSD eligible students participated in the Alternate Assessment Field Test.
CST	Science (Life Science)	All 10 th grade students	1273 (94.2%)
CMA	Science (Life Science)	10 th grade students whose IEP indicates assessment with CMA.	14 (1.0%)
CAPA	Science (Life Science)	10 th grade students whose IEP indicates assessment with CAPA.	3
STS - Optional	Reading/Language Arts	Spanish- speaking English Learners	0

Understanding the California Assessments of Student Progress and Performance Scores and Reports

CAASPP assessments measure standards for ELA and mathematics that are fundamentally different from the old assessments and standards, therefore the performance on the CAASPP and STAR should not be compared.

2014-2015 CAASPP scores will be used as a starting point or a baseline to the future progress.

Student Score Reports

Student Score Reports for CAASPP will be mailed home.

Student will receive an overall score for each subject, ranging from 2,000 to 3,000, within one of four levels of academic achievement:

- Standard exceeded
- Standard met
- Standard nearly met
- Standard not met

Student Score Reports will include performance in key areas for both ELA and mathematics. The areas are listed in the table below.

English Language Arts/Literacy	Mathematics
<ul style="list-style-type: none"> • Reading • Writing • Listening • Research/Inquiry 	<ul style="list-style-type: none"> • Concepts and Procedure • Problem Solving and Modeling/Data • Communicating Reasoning

Following is a sample CAASPP Student Score Report for a student in grade eleven.

Reporting Achievement Level Descriptors for Grade 11

English Language Arts/Literacy			
Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
The student has exceeded the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has met the achievement standard and demonstrates 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 completing high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.

ELA Areas (Claims)

Reading – Demonstrating understanding of literary and non-fictional texts

Writing – Producing clear and purposeful writing

Speaking and Listening – Demonstrating effective communication skills

Research/Inquiry – Investigating, analyzing and presenting information

Smarter Balances Scale Score Ranges – English Language Arts/Literacy						
Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level SS Range for Standard Not Met	Achievement Level SS Range for Standard Nearly Met	Achievement Level SS Range for Standard Met	Achievement Level SS Range for Standard Exceeded
11	2299	2795	2299-2492	2493-2582	2583-2681	2682-2795

Mathematics			
Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
The student has exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has not met 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.

Math Areas (Claims)

Concepts and Procedures – Applying mathematical concepts and procedures

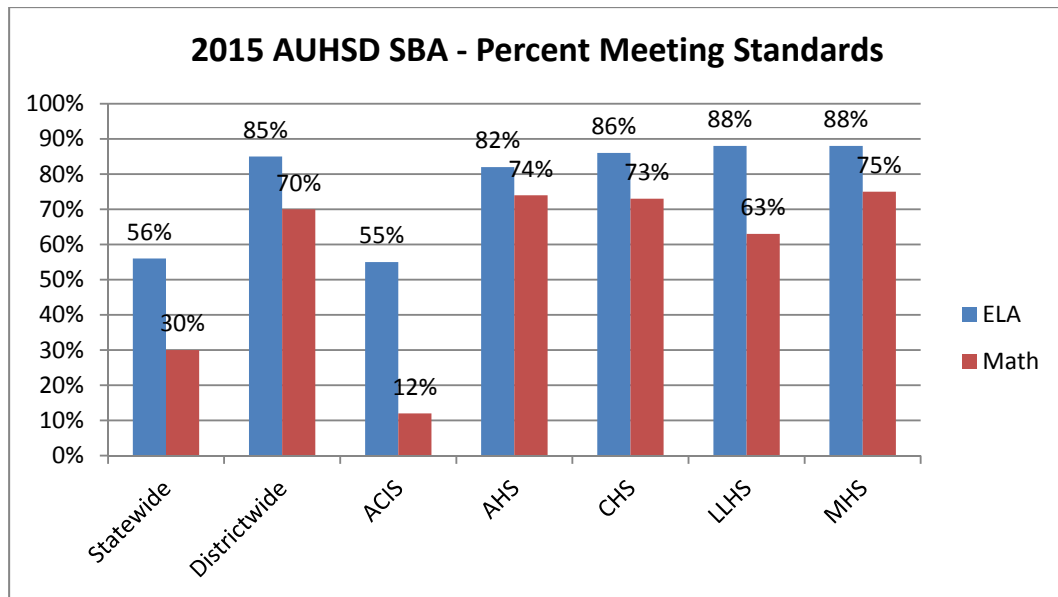
Problem Solving/Modeling and Data Analysis – Using appropriate tools and strategies to solve real world and mathematical problems

Communicating Reasoning – Demonstrating ability to support mathematical conclusions.

Smarter Balances Scale Score Ranges – Math						
Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level SS Range for Standard Not Met	Achievement Level SS Range for Standard Nearly Met	Achievement Level SS Range for Standard Met	Achievement Level SS Range for Standard Exceeded
11	2280	2862	2280-2542	2543-2627	2628-2717	2718-2862

2015 Smarter Balanced Assessment Results – Met Achievement Standards

Students Meeting or Exceeding Achievement Standards (Grade 11)		
	English Language Arts/Literacy	Mathematics
State of California		
Students with Scores	418802	418179
% of Students Meeting Achievement Standards	56%	30%
All District Students		
Students with Scores	1010	975
% of Students Meeting Achievement Standards	85%	70%
Acalanes Center for Independent Study		
Students with Scores	20	17
% of Students Meeting Achievement Standards	55%	12%
Acalanes High School		
Students with Scores	288	287
% of Students Meeting Achievement Standards	82%	74%
Campolindo High School		
Students with Scores	176	157
% of Students Meeting Achievement Standards	86%	73%
Las Lomas High School		
Students with Scores	282	286
% of Students Meeting Achievement Standards	88%	63%
Miramonte High School		
Students with Scores	244	228
% of Students Meeting Achievement Standards	88%	75%

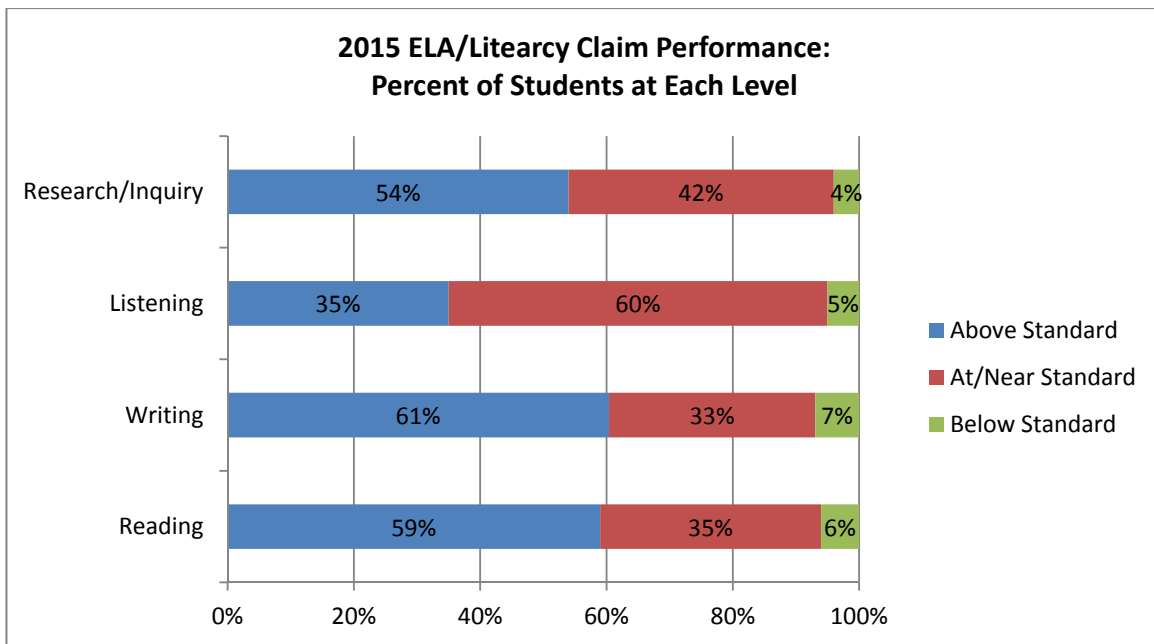
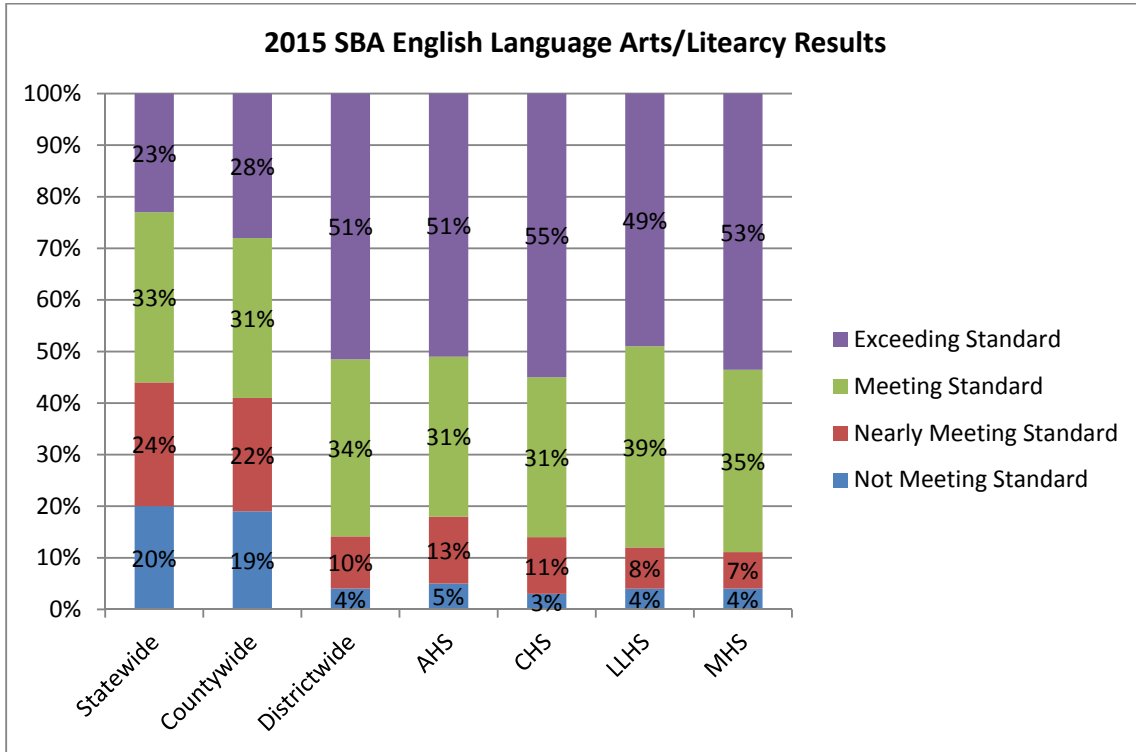


2015 Smarter Balanced Assessment AUHSD Results

English Language Arts/Literacy

	Site	2014-2015
Mean Scale Score	State	2591.9
	County	2601
	AUHSD District	2671.4
	Acalanes	2666.5
	Campolindo	2676
	Las Lomas	2669.5
	Miramonte	2682.1
% Exceeding the Standard	State	23%
	County	28%
	AUHSD District	51%
	Acalanes	51%
	Campolindo	55%
	Las Lomas	49%
	Miramonte	53%
% Meeting the Standard	State	33%
	County	31%
	AUHSD District	34%
	Acalanes	31%
	Campolindo	31%
	Las Lomas	39%
	Miramonte	35%
% Nearly Meeting the Standard	State	24%
	County	22%
	AUHSD District	10%
	Acalanes	13%
	Campolindo	11%
	Las Lomas	8%
	Miramonte	7%
% Not Meeting the Standard	State	20%
	County	19%
	AUHSD District	4%
	Acalanes	5%
	Campolindo	3%
	Las Lomas	4%
	Miramonte	4%

English Language Arts/Literacy Achievement Level and Area (Claim) Performance

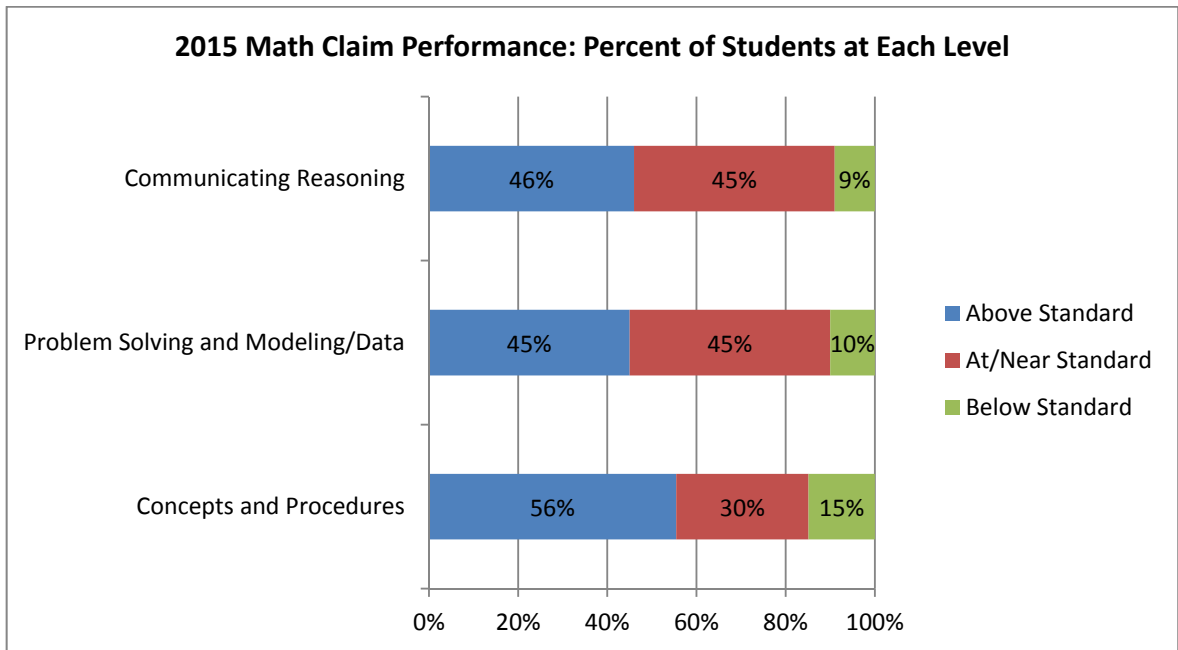
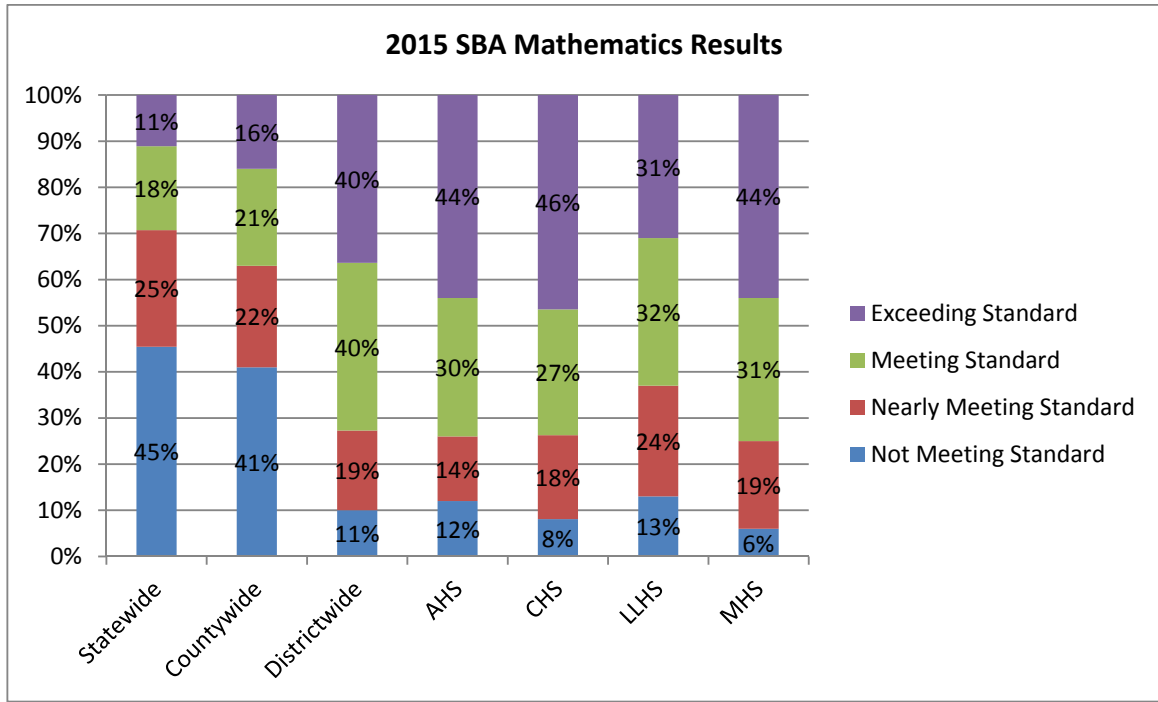


2015 Smarter Balanced Assessment – 11th Grade

Mathematics

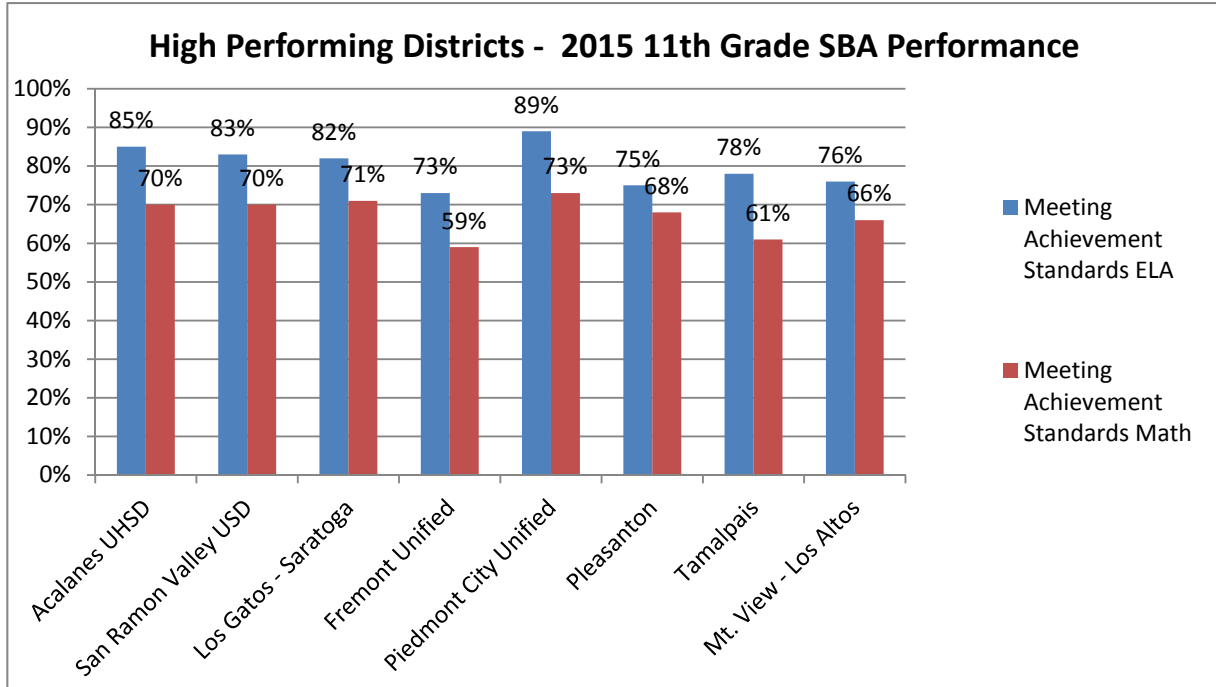
	Site	2014-2015
Mean Scale Score	State	2560.3
	County	2576.3
	AUHSD District	2678.5
	Acalanes	2683.4
	Campolindo	2696.8
	Las Lomas	2657.5
	Miramonte	2697.8
% Exceeding the Standard	State	11%
	County	16%
	AUHSD District	40%
	Acalanes	44%
	Campolindo	46%
	Las Lomas	31%
	Miramonte	44%
% Meeting the Standard	State	18%
	County	21%
	AUHSD District	30%
	Acalanes	30%
	Campolindo	27%
	Las Lomas	32%
	Miramonte	31%
% Nearly Meeting the Standard	State	25%
	County	22%
	AUHSD District	19%
	Acalanes	14%
	Campolindo	18%
	Las Lomas	24%
	Miramonte	19%
% Not Meeting the Standard	State	45%
	County	41%
	AUHSD District	11%
	Acalanes	12%
	Campolindo	8%
	Las Lomas	13%
	Miramonte	6%

Mathematics Achievement Level and Area (Claim) Performance



Smarter Balanced Assessment

Performance Comparison with High-Performing Districts



Sample Bay Area High School 2015 SBA Achievement Comparisons

English Language Arts/Literacy – Standard Met		Mathematics – Standard Met	
Saratoga	96%	Saratoga	91%
Piedmont	94%	Mission San Jose	89%
Amador Valley	92%	Lowell	85%
Dougherty Valley	92%	Piedmont	82%
Lowell	92%	Dougherty Valley	82%
Mission San Jose	92%	Gunn	82%
Las Lomas	88%	Amador Valley	78%
Miramonte	88%	Palo Alto	78%
California	87%	Miramonte	75%
Burlingame	86%	Acalanes	74%
Campolindo	86%	Campolindo	73%
Northgate	83%	California	70%
Acalanes	82%	San Ramon Valley	66%
Palo Alto	82%	Burlingame	64%
Foothill	80%	Leigh	64%
Heritage	79%	Monte Vista	64%
Leigh	79%	Las Lomas	63%
Monte Vista	79%	Northgate	61%
Clayton Valley Charter	78%	Foothill	60%
Gunn	78%	College Park	58%
Granada	77%	Los Gatos	57%
Milpitas	75%	Milpitas	52%
Los Gatos	73%	Granada	51%
San Ramon Valley	72%	Livermore	49%
Livermore	67%	Alhambra	46%
College Park	65%	Heritage	45%
Liberty	65%	Clayton Valley Charter	39%
Alhambra	64%	Liberty	32%

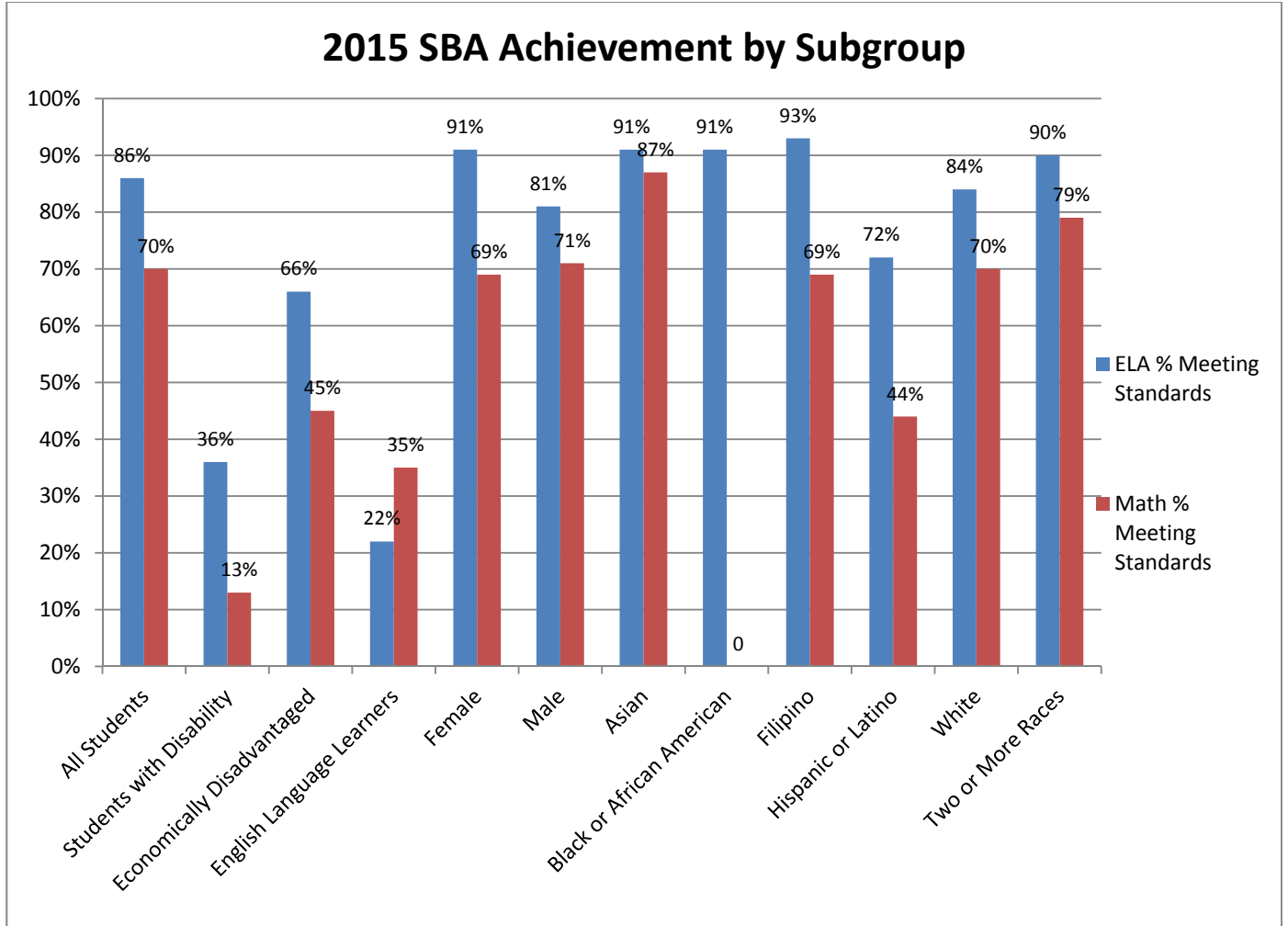
2015 Smarter Balanced Assessment

Achievement by Subgroup

Subgroup	English Language Arts/Literacy			Mathematics		
	# of Students Tested	% of Students Tested	% Meeting Standard	# of Students Tested	% of Students Tested	% Meeting Standard
All Students	1010	94.3%	86%	975	91%	70%
Students with Disability	69	6.4%	36%	69	6.4%	13%
Economically Disadvantaged	47	4.4%	66%	47	4.4%	45%
English Learners	18	1.7%	22%	20	1.9%	35%
Female	454	42.4%	91%	436	40.7%	69%
Male	556	51.9%	81%	539	50.3%	71%
American Indian or Alaska Native	1	0.1%	NA	1	0.1%	NA
Asian	119	11.1%	91%	113	10.6%	87%
Black or African American	11	1.0%	91%	10	0.9%	NA
Filipino	46	4.3%	93%	46	4.3%	69%
Hispanic or Latino	78	7.3%	42%	80	7.5%	44%
Native Hawaiian or Pacifica Islander	3	0.3%	NA	3	0.3%	NA
White	668	62.4%	84%	645	60.2%	70%
Two or More Races	84	7.8%	90%	77	7.2%	79%

*% of Students Tested – calculation provided by the CDE, % does not include students who “Opted Out”

*% Meeting Standard – number includes students who Exceeded or Met the Standard



Using Assessments to Help Students Learn

LOCAL ID #: 12348
 STUDENT #: 5555555555 DATE OF BIRTH: 02/01/1986
 GRADE: 11 TEST DATE: SPRING 2014

Dear Parent/Guardian of Emily Smith:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests for English language arts/literacy and mathematics. These new, online assessments have 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 supporting high-quality teaching and learning. That plan includes more challenging academic standards for English language arts/literacy and mathematics designed to foster college and career readiness. This report shows Emily's achievement on these new tests. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) Program tests in these subject areas. Because this is the first year that all California students in grades 3-8 and 11 are taking these new tests, Emily's overall scores may be viewed as a basis from which to compare the performance in future years.

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

Sincerely,

Tom Tortakson
 Tom Tortakson,
 State Superintendent of Public Instruction



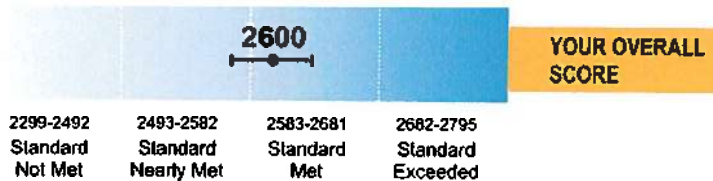
FOR THE PARENT/GUARDIAN OF:
Emily Smith
 1234 W Zoom Road 5th Building
 Alum Rock Union Elementary School District
 Lancaster, CA 95112-9282

SCHOOL: Valley Academy of Arts and Sciences High School
 LEA: Hamilton Unified

Emily's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2600**



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

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

MATHEMATICS

Emily's overall score is: **2400**



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

Emily's performance on the three areas that comprise this overall 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.

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

To learn more about these tests, visit the CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/ea/sbacsummative.asp>. Find complete results for schools, local education agencies (LEAs), and statewide at <http://www.cde.ca.gov/ta/tg/ea/> and your School Accountability Report Card (SARC) on the CDE SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/> or ask for a copy of the SARC at your child's school.

Your 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 more broadly reflect California's state-adopted content standards than California's old tests, with content that will be needed to prepare students 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 new tests in ELA and mathematics also have a different scoring scale. Because they are based on different academic standards, these scores cannot be compared with scores from the Standardized Testing and Reporting (STAR) Program tests in ELA 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 they may be used to help guide a conversation with Emily's teacher about how to progress in ELA and mathematics.

During this time of transition to new assessments, you will see additional changes in this report next year. California may also develop new assessments in other subjects, including, but not limited to science and history and social science aligned to state-adopted content standards.

Emily's Results on California's Assessments

The following chart 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 CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2600**

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

MATHEMATICS

Emily's overall score is: **2400**

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

Grade 11 – Early Assessment Program Status

The California State University (CSU) and participating California Community Colleges (CCCs) will use the English language arts/literacy and mathematics assessments of the CAASPP System to determine Emily's 2015 EAP status, which will provide an indicator of Emily's predicted readiness to take college-level English and mathematics courses when Emily begins college.

The CAASPP overall score for English language arts/literacy and mathematics on the front of this report may be used to provide an early indicator of Emily's readiness for college-level coursework, as described below.

Standard Exceeded: Ready for English and/or mathematics college-level coursework.	Standard Met: Conditionally Ready for English and/or mathematics college-level coursework.
Standard Nearly Met: Not yet demonstrating readiness for English and/or mathematics college-level coursework.	Standard Not Met: Not demonstrating readiness for English and/or mathematics college-level coursework.

Review the information at <http://CSUSuccess.org/> to see how this information can help avoid the need for additional testing upon entering a CSU or CCC.

California Standards Test – Life Science

CST Life Science 2014-2015

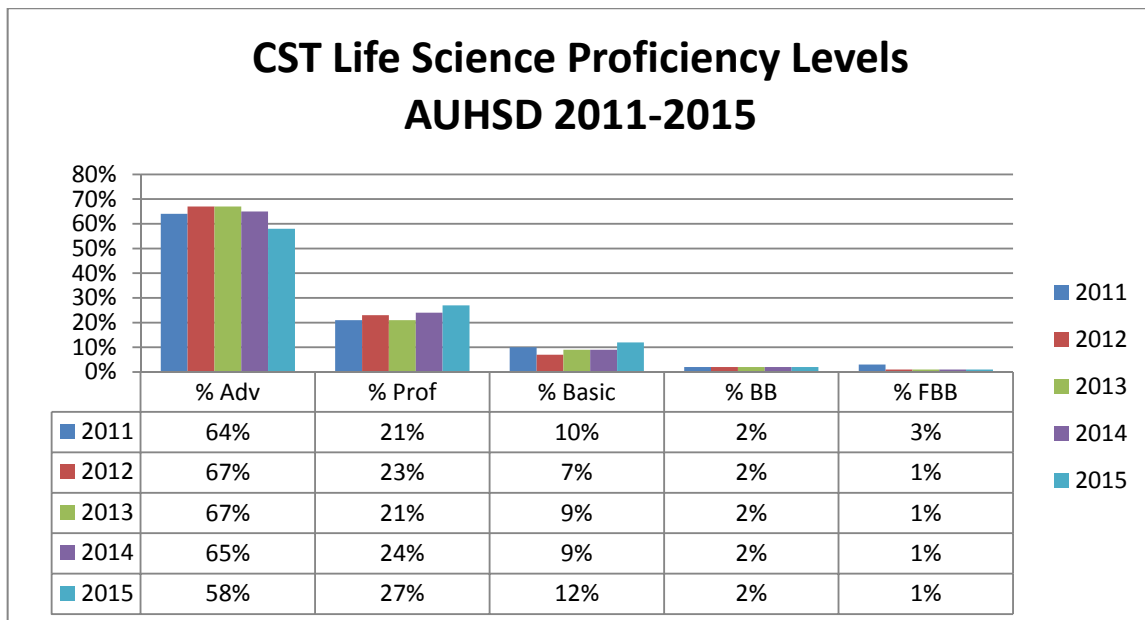
As a result of Next Generation Science Standards (NGSS) being adopted by the State Board of Education, state assessments in the area of science have been discontinued while the schools transition to the new standards. Assessments aligned to NGSS are being developed by the California Department of Education with Field Test scheduled to be administered during the 2017-2018 school year and Operational Test scheduled for the 2018-2019 school year. California Department of Education Science Assessment Implementation Timeline is included in the Assessment Report.

During the transition to new science assessments, the 2014-15 CAASPP System encompasses federally required science assessments in grades 5, 8, and 10 (i.e.: California Standards Tests (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA)).

As per the federal requirement, the Life Science California Standards Test was administered to all AUHSD tenth graders during the May 2015 CAASPP administration.

California Standards Test, Life Science – Proficient or Advanced

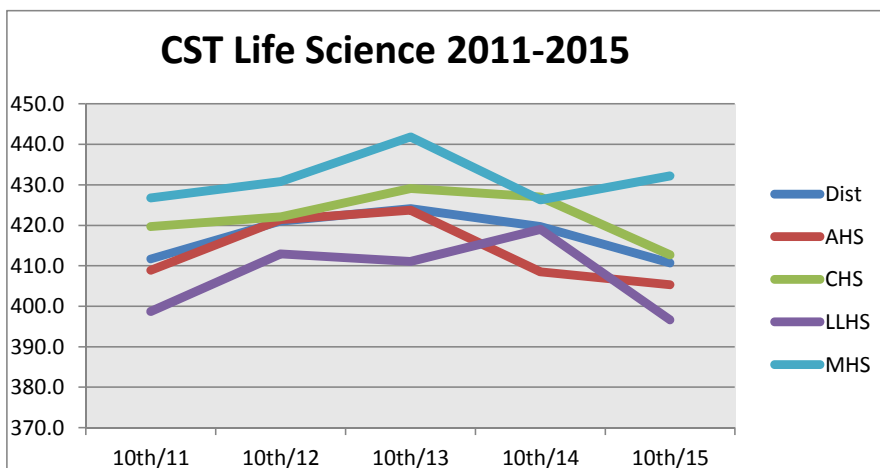
	2011	2012	2013	2014	2015
Science CST (Grade 10)					
Students with Scores	1378	1315	1211	1225	1273
% Proficient or Advanced	85.5%	90.3%	88.0%	87.1%	85%



**Acalanes Union High School District
2015- Assessment Report**

STAR 2015 CST Results - 10th Grade Life Science

	Site	10th/11	10th/12	10th/13	10th/14	10th/15
Mean Scale Score	Dist	411.7	421.0	424.1	419.7	410.7
	AHS	408.9	421.4	423.7	408.5	405.3
	CHS	419.7	422.1	429.1	427	412.7
	LLHS	398.7	412.9	411.1	419	396.6
	MHS	426.8	430.8	441.8	426.3	432.2
% Adv	Dist	64%	67%	67%	65%	58%
	AHS	61%	70%	67%	60%	53%
	CHS	69%	69%	71%	70%	59%
	LLHS	55%	62%	60%	65%	51%
	MHS	77%	69%	77%	68%	73%
% Prof	Dist	21%	23%	21%	24%	27%
	AHS	23%	23%	23%	28%	34%
	CHS	20%	23%	22%	22%	29%
	LLHS	24%	22%	20%	22%	26%
	MHS	16%	26%	17%	22%	19%
% Basic	Dist	10%	7%	9%	9%	12%
	AHS	12%	6%	10%	9%	12%
	CHS	7%	6%	4%	7%	11%
	LLHS	12%	10%	14%	9%	14%
	MHS	5%	5%	5%	8%	8%
%Below Basic	Dist	2%	2%	2%	2%	2%
	AHS	2%	1%	0%	2%	0%
	CHS	2%	2%	1%	1%	1%
	LLHS	3%	2%	4%	2%	5%
	MHS	1%	1%	0%	1%	1%
% FBB	Dist	3%	1%	1%	1%	1%
	AHS	1%	0%	1%	1%	0%
	CHS	2%	1%	1%	0%	0%
	LLHS	5%	4%	1%	1%	3%
	MHS	1%	0%	0%	1%	0%



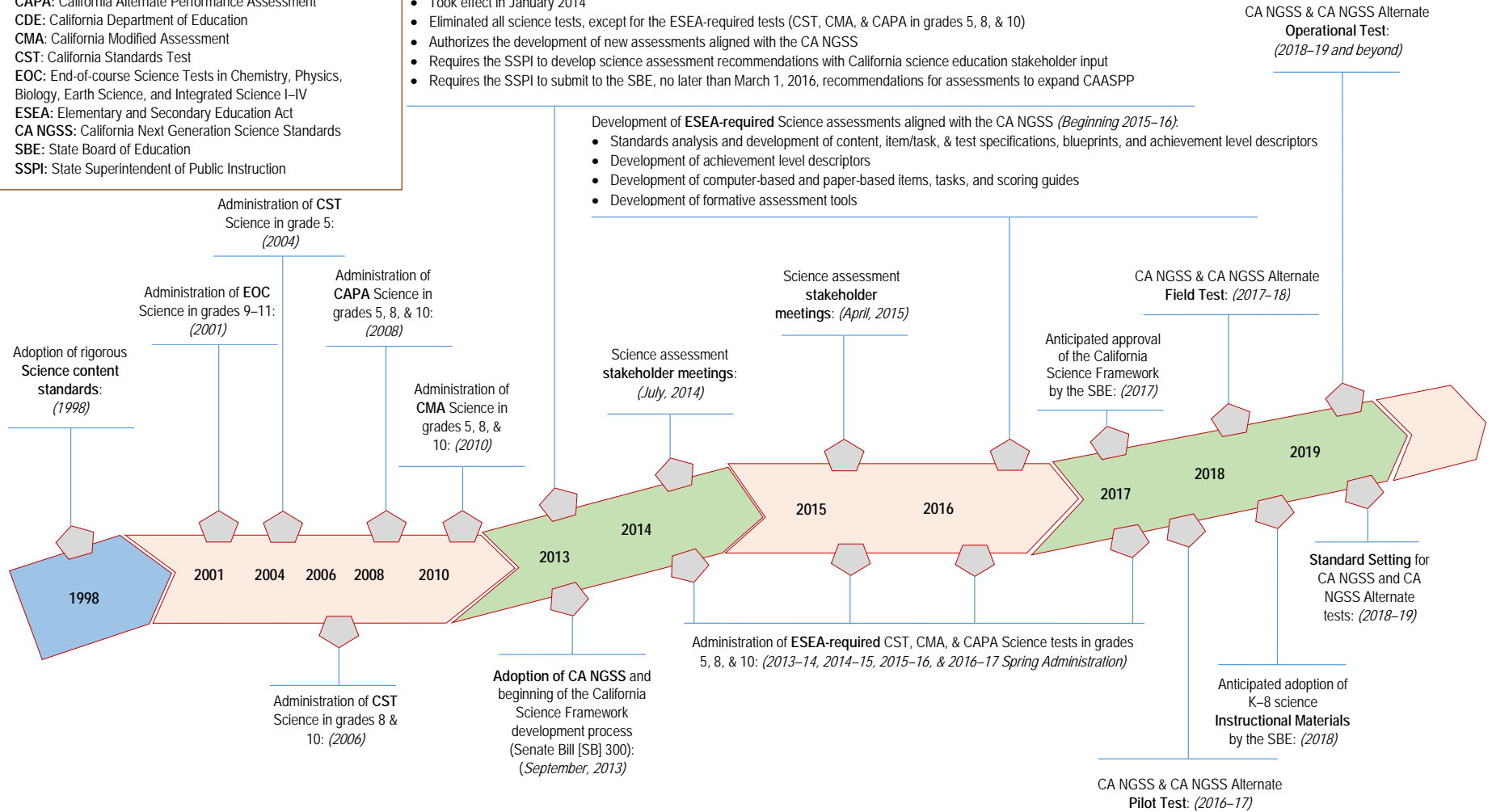
Proposed
**California Assessment of Student Performance and Progress
 Science Assessments Implementation Timeline**

Key:
 CAASPP: California Assessment of Student Performance and Progress
 CAPA: California Alternate Performance Assessment
 CDE: California Department of Education
 CMA: California Modified Assessment
 CST: California Standards Test
 EOC: End-of-course Science Tests in Chemistry, Physics, Biology, Earth Science, and Integrated Science I–IV
 ESEA: Elementary and Secondary Education Act
 CA NGSS: California Next Generation Science Standards
 SBE: State Board of Education
 SSPI: State Superintendent of Public Instruction

- Assembly Bill (AB) 484 (Chapter 489, Statutes of 2103 amended California *Education Code (EC)* sections 60640 through 60649:
- Established the **CAASPP system** to replace the Standardized Testing and Reporting (STAR) Program
 - Took effect in January 2014
 - Eliminated all science tests, except for the ESEA-required tests (CST, CMA, & CAPA in grades 5, 8, & 10)
 - Authorizes the development of new assessments aligned with the CA NGSS
 - Requires the SSPI to develop science assessment recommendations with California science education stakeholder input
 - Requires the SSPI to submit to the SBE, no later than March 1, 2016, recommendations for assessments to expand CAASPP

Development of **ESEA-required** Science assessments aligned with the CA NGSS (*Beginning 2015–16*):

- Standards analysis and development of content, item/task, & test specifications, blueprints, and achievement level descriptors
- Development of achievement level descriptors
- Development of computer-based and paper-based items, tasks, and scoring guides
- Development of formative assessment tools



California Assessment of Student Performance and Progress

Alternate Assessments

California Modified Assessment (CMA)

Students with disabilities may qualify and meet the specified criteria and instead of the California Standards Test (CST) in Life Science take California Modified Assessment (CMA.) This designation is noted in the student's Individualized Education Program (IEP.) IEP teams determine if a student may benefit from taking the CMA assessment instead of the CST. Fifteen AUHSD students took the CMA as part of the CAASPP system.

California Alternate Performance Assessment (CAPA)

The CAPA is the alternate assessment for science. AUHSD students in grade ten, who have an Individualized Education Program (IEP) and have significant cognitive disability, participate in the California Alternate Performance Assessment (CAPA.) Three AUHSD students took the CAPA as part of the CAASPP system.

California Alternate Assessments (CAA)

Students in grade eleven who have a significant cognitive disability and have taken CAPA in the past years, participated in the English language arts/literacy (ELA) and mathematics field test. The administered field test did not yield student scores and was a test of the items and the assessments itself.