

California Assessment of Student Performance and Progress (CAASPP)

Understanding the new state testing
and reporting system

California Assessment of Student Performance and Progress (CAASPP)

- California's new assessment program (replacing STAR) for Grades 3, 4, 5, 6, 7, 8, and 11
- California Standards Test (CST), CMA, CAPA Science grades 5, 8, and 10
- First statewide administration: spring 2015.
- Two subject areas only:
 - English Language Arts (ELA)/Literacy
 - Mathematics
- A single measure to assess student progress — one tool to gauge what students know and are able to do.
 - Used to instructional decision making

California Assessment of Student Performance and Progress (CAASPP) - continued

- Comprised of real-world test items and performance tasks:
 - critical thinking
 - problem-solving
 - application of knowledge and skills
- Computer Adaptive: test questions are tailored to more accurately identify knowledge and skills
- Designed to measure student growth over time.
- Interim Assessment Benchmarks for ELA/Math

Why CAASPP?

- New standards (California State Content Standards) a new name for Common Core
- New skills students must have to succeed in today's global, knowledge-based economy
- New teaching methods and strategies
- Needed to measure student performance against the new state standards over time (which was not possible under STAR)

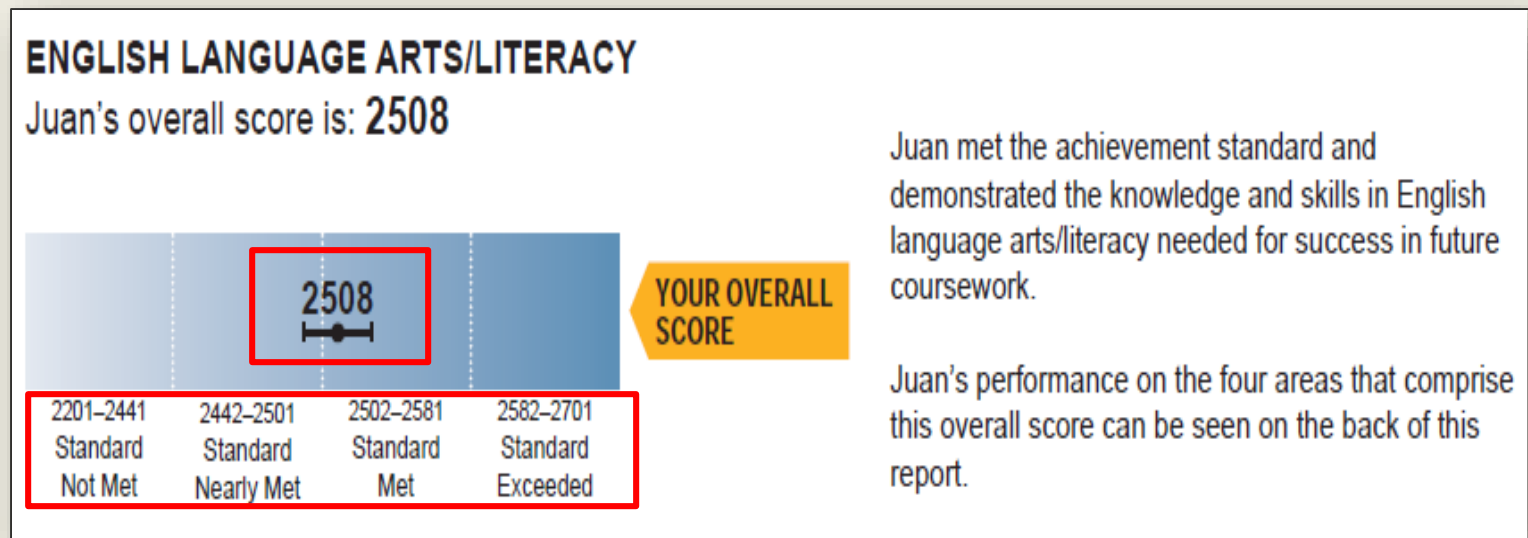
Avoiding Misrepresentation of Results

- 2014-15 was starting point. These results are best viewed as a *baseline*.
- The results are best used on helping each student make as much progress as possible, next year and beyond.
- CAASPP is a big adjustment for all.
 - New skills being taught
 - New technologies learned

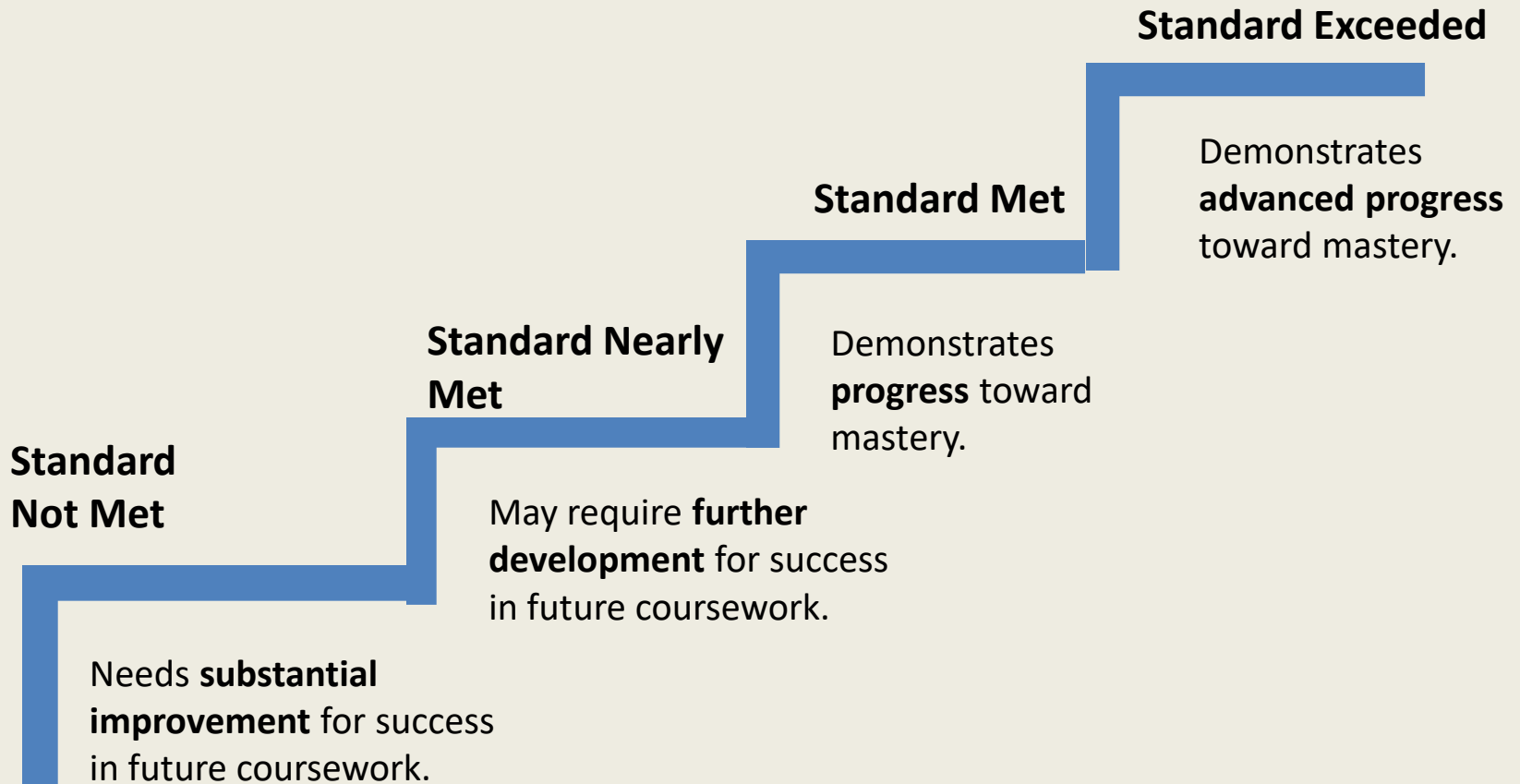
Understanding Baseline CAASPP Scores

Two Components

- 1. Overall scores:** Each student will receive an overall score for English language arts/literacy (ELA) and mathematics, expressed as a number between 2000 and 3000.
- 2. Achievement levels:** Each overall score falls into one of four achievement levels: standard not met, standard nearly met, standard met, and standard exceeded.



Overall Achievement Level Descriptors



Source: <http://www.cde.ca.gov/ta/tg/sa/index.asp>.

What Do Our Scores Tell Us?

- Highlight students' strengths and areas in need of support in key skill areas for both ELA/Literacy and Mathematics
- Each skill area is known as a “***Claim***” (4 for ELA/Literacy and 3 for Mathematics):

ELA/Literacy Claims:



Reading



Writing

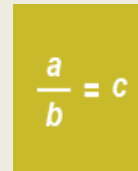


Speaking and
Listening



Research/
Inquiry

Mathematics Claims:



Concepts &
Procedures



Problem Solving
& Data Analysis



Communicating
Reasoning

Claim-Level Performance

- Unlike Overall Scores, A student's claim performance falls within one of three levels:
 - **Above Standard**
 - **At or Near Standard**
 - **Below Standard**

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

CST for Science grades 5,8,and 10

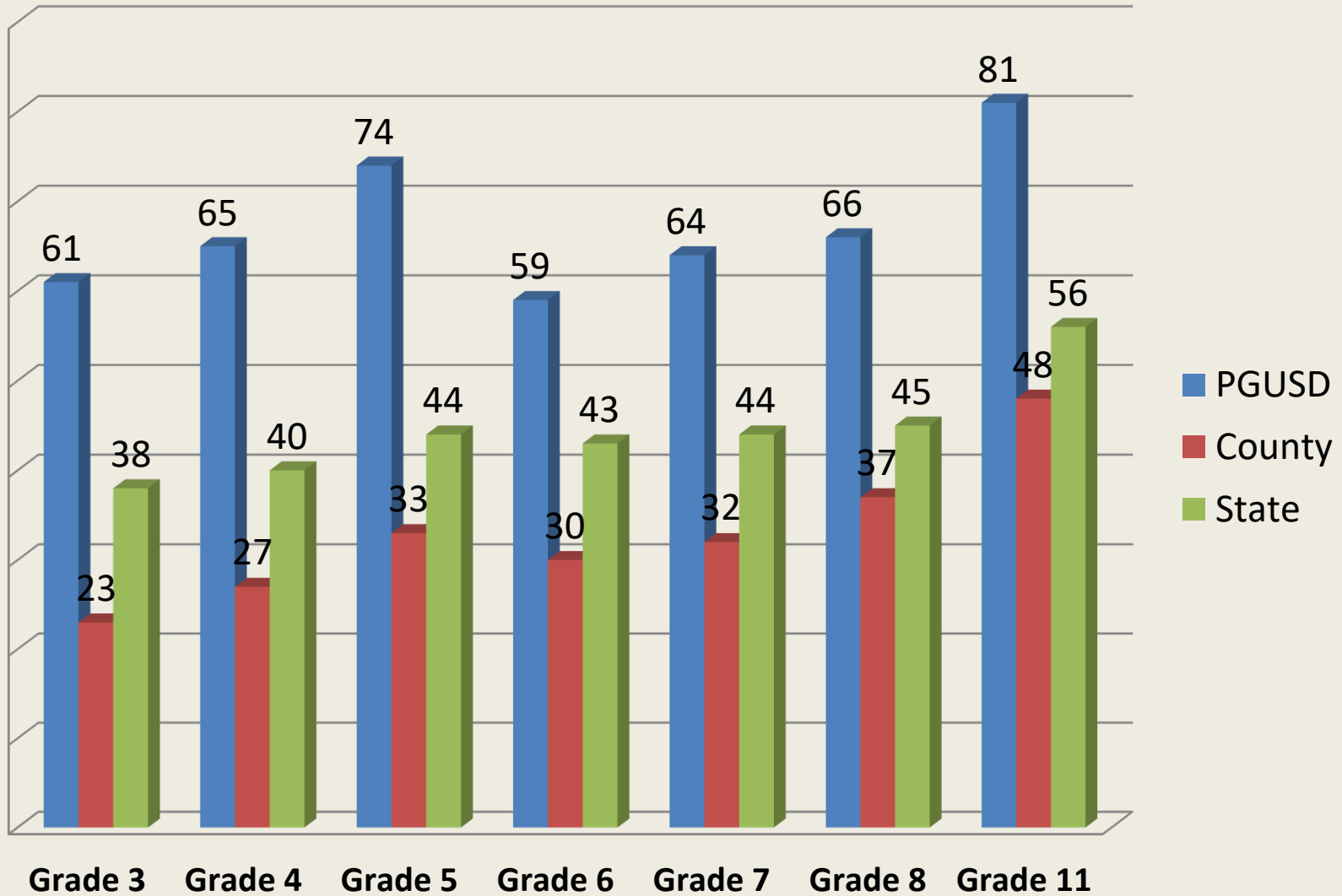
Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11
Reported Enrollment				163			157		152	

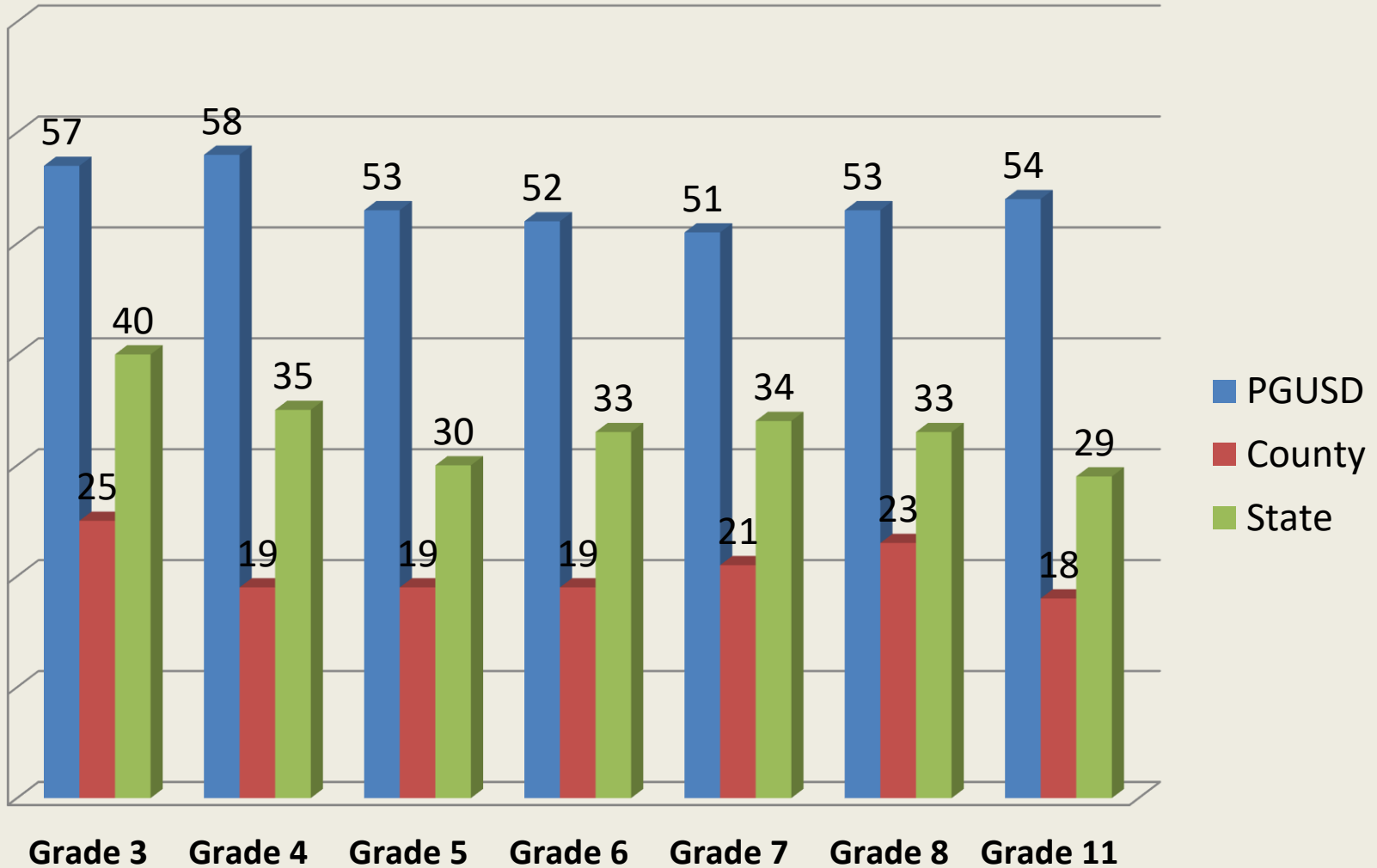
CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested				156			150		145	
% of Enrollment				95.7 %			95.5 %		95.4 %	
Students with Scores				155			150		144	
Mean Scale Score				390.8			431.2		388.3	
% Advanced				33 %			59 %		43 %	
% Proficient				47 %			27 %		39 %	
% Basic				14 %			10 %		10 %	
% Below Basic				4 %			2 %		3 %	
% Far Below Basic				1 %			3 %		3 %	

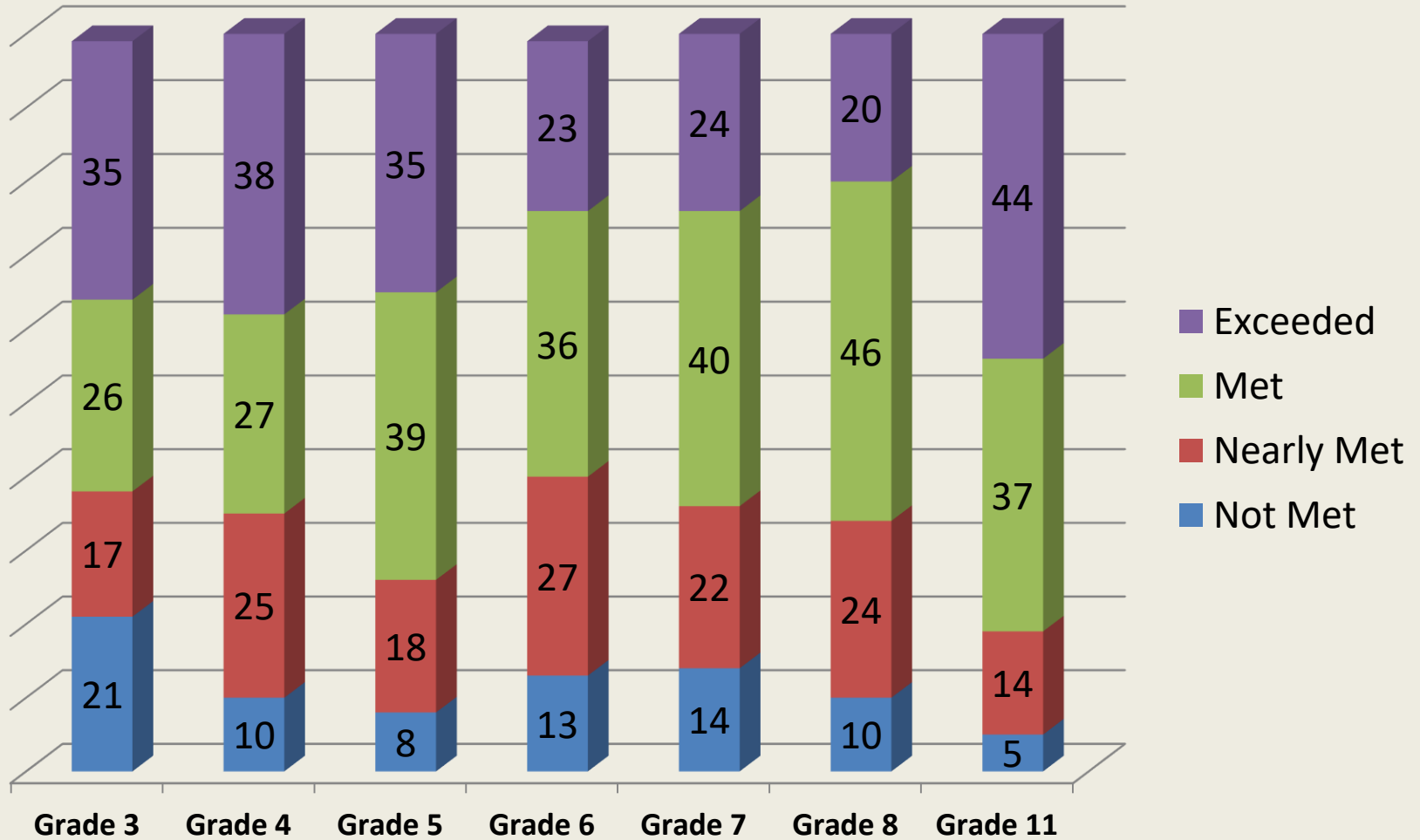
ELA/Literacy – % Met or Exceeded




Math – % Met or Exceeded




ELA/Literacy – % Per Achievement Level




Reading: Demonstrating understanding of literary and non-fictional texts

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	42 %	34 %	40 %	24 %	31 %	40 %	54 %	38 %
At or Near Standard	35 %	50 %	43 %	51 %	51 %	42 %	38 %	44 %
Below Standard	23 %	16 %	18 %	25 %	18 %	18 %	8 %	18 %


Writing: Producing clear and purposeful writing

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	32 %	36 %	46 %	37 %	45 %	32 %	56 %	40 %
At or Near Standard	47 %	51 %	42 %	47 %	42 %	51 %	38 %	45 %
Below Standard	21 %	13 %	13 %	16 %	13 %	18 %	6 %	14 %

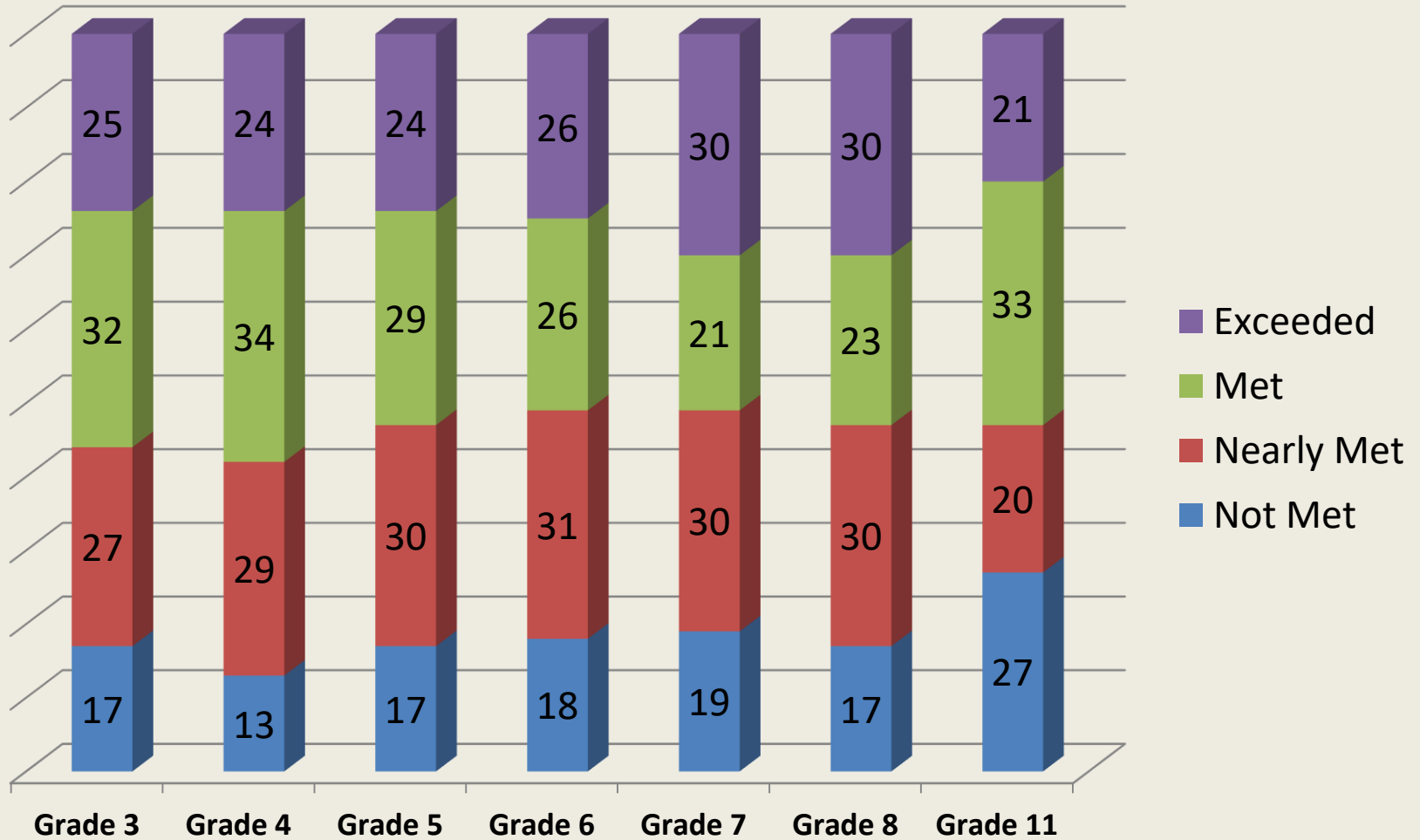
Listening: Demonstrating effective communication skills

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	31 %	28 %	28 %	21 %	23 %	19 %	32 %	26 %
At or Near Standard	59 %	62 %	61 %	69 %	62 %	73 %	62 %	64 %
Below Standard	10 %	10 %	11 %	10 %	15 %	8 %	7 %	10 %

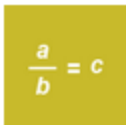
Research/Inquiry: Investigating, analyzing, and presenting information

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	28 %	35 %	48 %	29 %	34 %	27 %	51 %	36 %
At or Near Standard	52 %	56 %	46 %	60 %	52 %	61 %	45 %	53 %
Below Standard	20 %	9 %	6 %	11 %	13 %	12 %	4 %	11 %


Math – % Per Achievement Level




CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	38 %	35 %	33 %	30 %	38 %	33 %	31 %	34 %
At or Near Standard	40 %	43 %	40 %	40 %	35 %	43 %	37 %	40 %
Below Standard	22 %	22 %	27 %	30 %	27 %	24 %	32 %	26 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	34 %	34 %	28 %	28 %	31 %	31 %	30 %	31 %
At or Near Standard	40 %	48 %	50 %	48 %	50 %	55 %	55 %	49 %
Below Standard	25 %	18 %	22 %	25 %	19 %	15 %	15 %	20 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	29 %	33 %	28 %	30 %	30 %	31 %	30 %	30 %
At or Near Standard	54 %	48 %	49 %	56 %	59 %	52 %	52 %	53 %
Below Standard	16 %	19 %	22 %	14 %	11 %	18 %	18 %	17 %

What Do Our Scores Tell Us? - Continued

- Overall we are pleased with our performance compared to county and statewide results.
- Scores will inform where improvements are needed and confirm what is already working.
- Which skill areas/claims need further attention.
 - Example: Listening and Speaking, Writing/Research
 - Example: Mathematical Concepts and Procedures
- We will use the SBAC interim benchmarks and other local measures to monitor student progress.
- For students in grade eleven, scores will indicate readiness for credit-bearing, college-level work.

Next Steps

- This is an exciting new era of achievement for our students and we accept the challenges that come with implementing the new, more rigorous standards.
- This as an opportunity to seek out more innovative tools and techniques for teaching and for creating more engaging and challenging learning experiences for students so they will be better prepared to enter an ever-changing world.
- We are ever so grateful to our community for their steadfast support and approval of the funding necessary to create the learning experiences students need to compete in the 21st century.