# California Assessment of Student Performance and Progress (CAASPP) and
# The Smarter Balanced Assessment (SBA)

Understanding the new state testing and reporting system and a look at our year one results

Presented to The PGUSD Board of Education
September, 17, 2015

# 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 guide instructional decision making

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

- Comprised of real-world test items and performance tasks:

    o critical thinking

    o problem-solving

    o application of knowledge and skills

- Computer Adaptive: test questions are tailored to more accurately identify knowledge and skills

- Designed to measure student growth <u>over time</u>.

- 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)
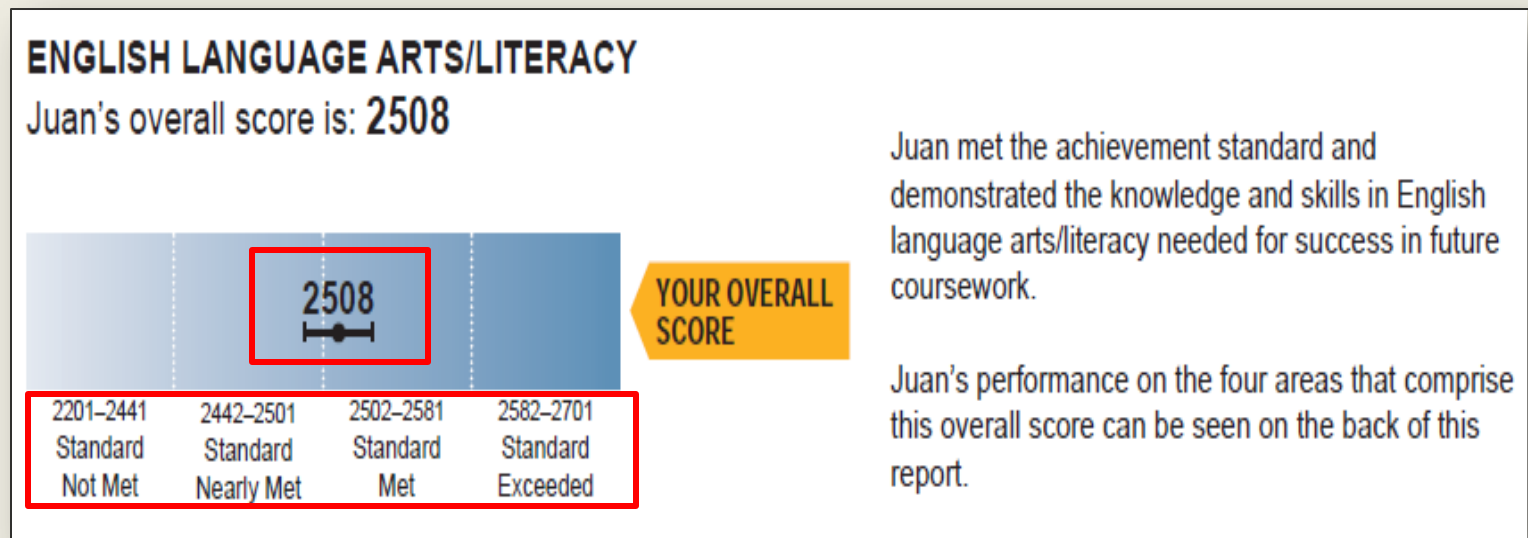
# Avoiding Misrepresentation of Results

- 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
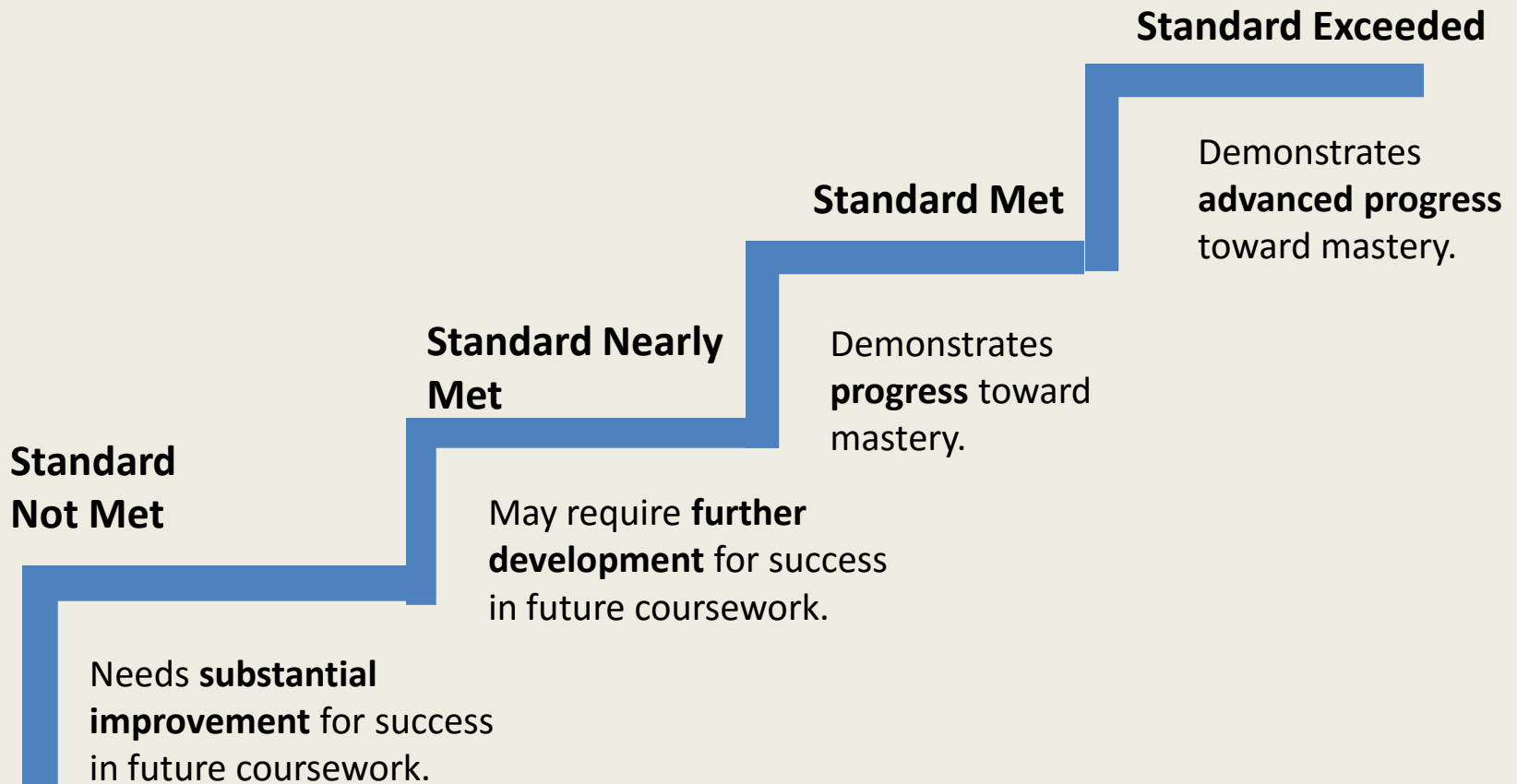
  - New technologies learned

# 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.

**ENGLISH LANGUAGE ARTS/LITERACY**

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

2508

**YOUR OVERALL SCORE**

| 2201–2441 | 2442–2501 | 2502–2581 | 2582–2701 |
|-----------|-----------|-----------|-----------|
| Standard | Standard | Standard | Standard |
| Not Met | Nearly Met | Met | Exceeded |

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

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

# Overall Achievement Level Descriptors

**Standard Exceeded**

Demonstrates **advanced progress** toward mastery.

**Standard Met**

Demonstrates **progress** toward mastery.

**Standard Nearly Met**

May require **further development** for success in future coursework.

**Standard Not Met**

Needs **substantial improvement** for success in future coursework.

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

# Skill Areas Tested

- 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):
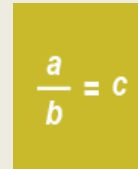
**ELA/Literacy Claims:**

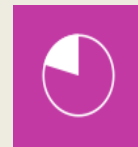**Reading**

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

# Our Results

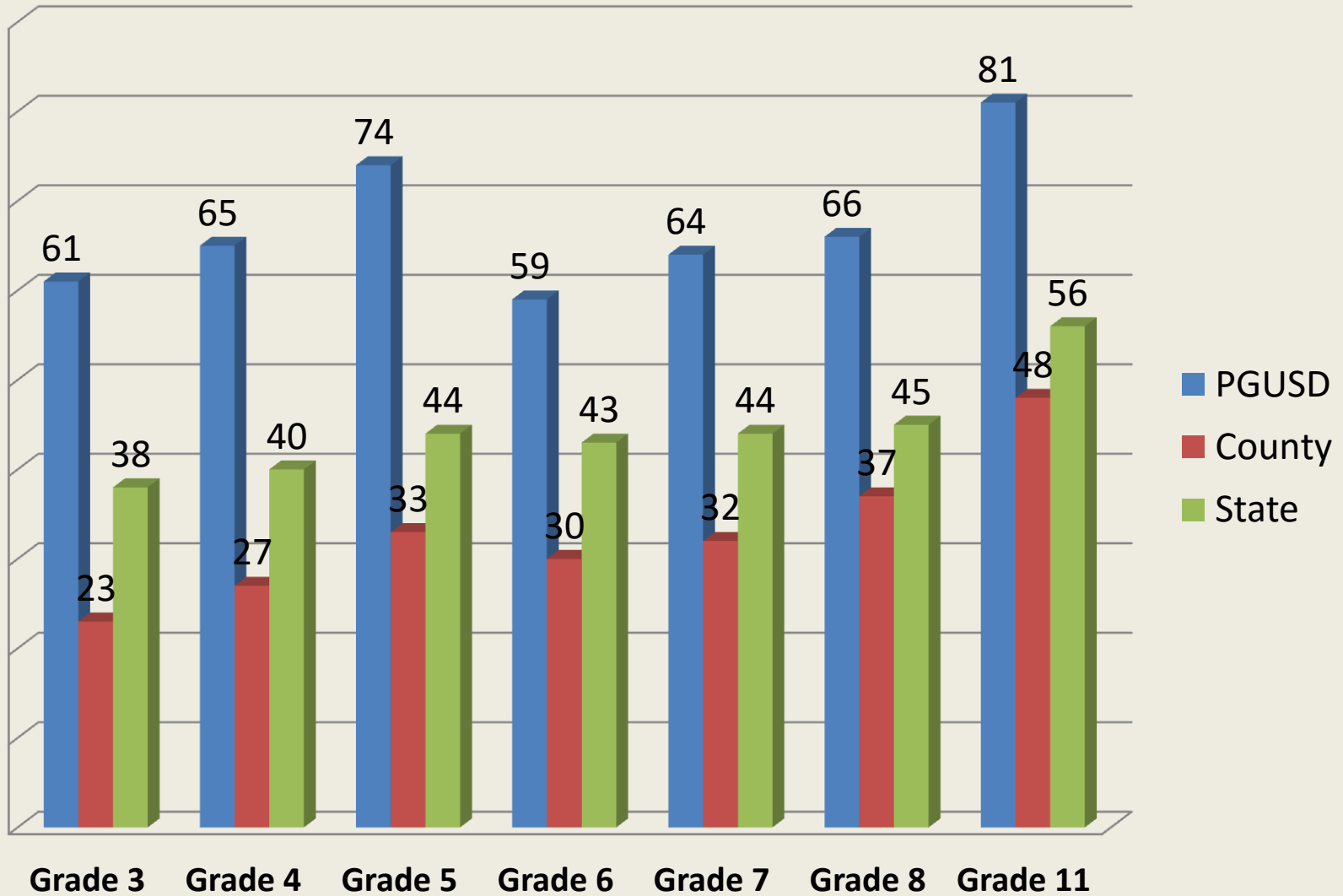# 2014-15 CST Science Results (for Grades 5,8,and 10)

**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 % | |

# SBA-ELA/Literacy – % Met or Exceeded



Legend: PGUSD (blue), County (red), State (green)

| Grade | PGUSD | County | State |
|-------|-------|--------|-------|
| Grade 3 | 61 | 23 | 38 |
| Grade 4 | 65 | 27 | 40 |
| Grade 5 | 74 | 33 | 44 |
| Grade 6 | 59 | 30 | 43 |
| Grade 7 | 64 | 32 | 44 |
| Grade 8 | 66 | 37 | 45 |
| Grade 11 | 81 | 48 | 56 |

SBA-Math – % Met or Exceeded
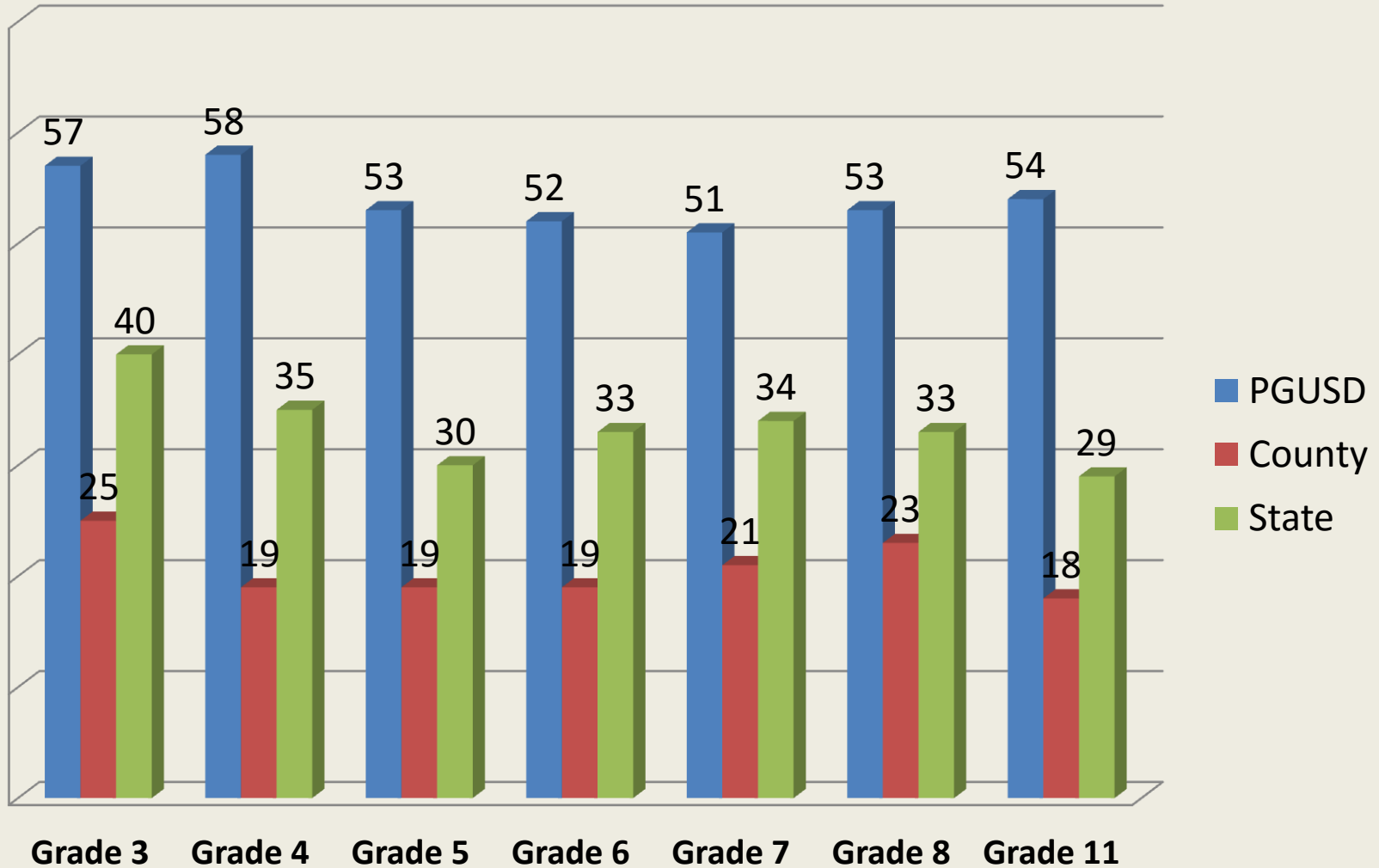
SBA-ELA/Literacy – % Per Achievement Level
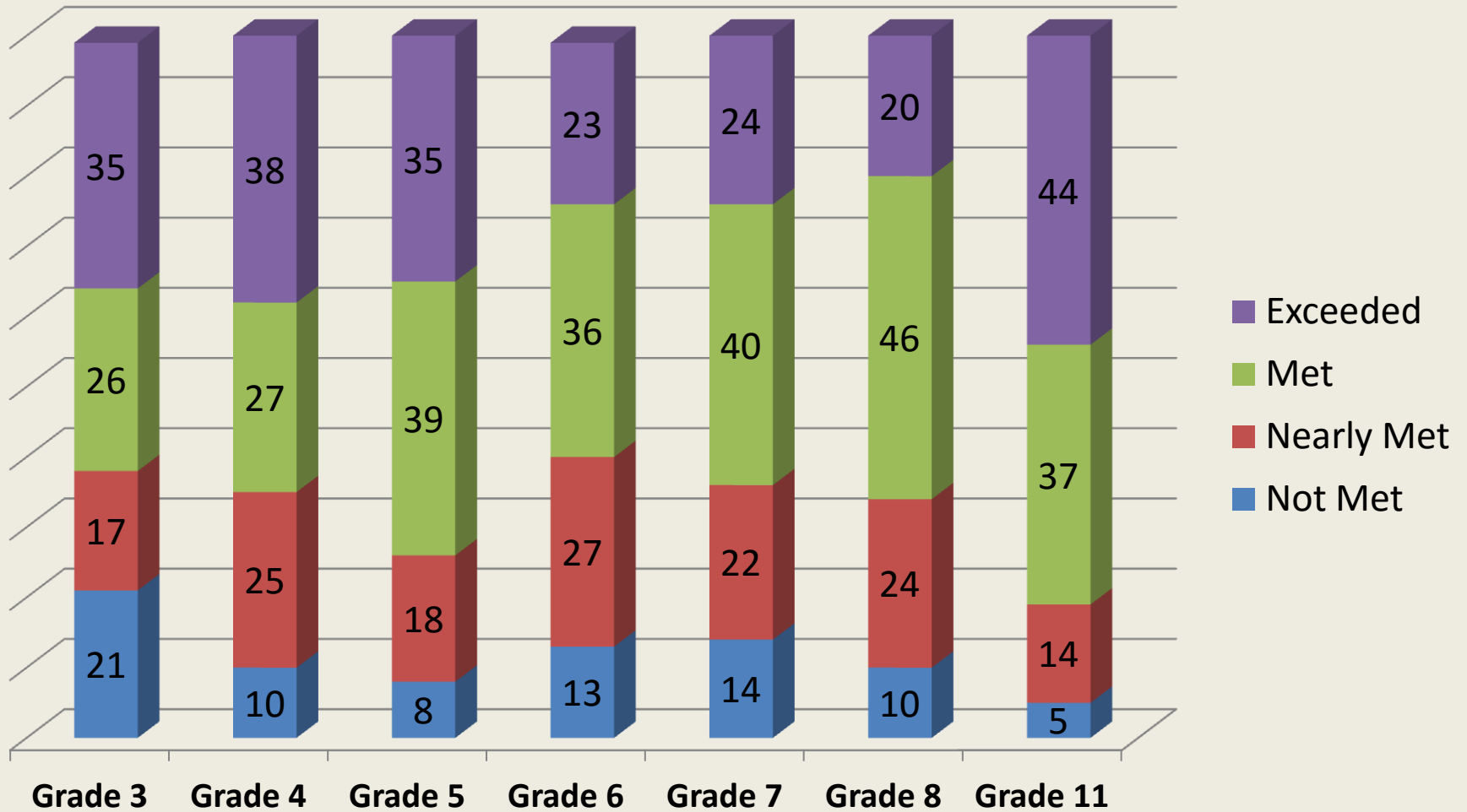
## Reading: Demonstrating understanding of literary and non-fictional texts

|  | 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

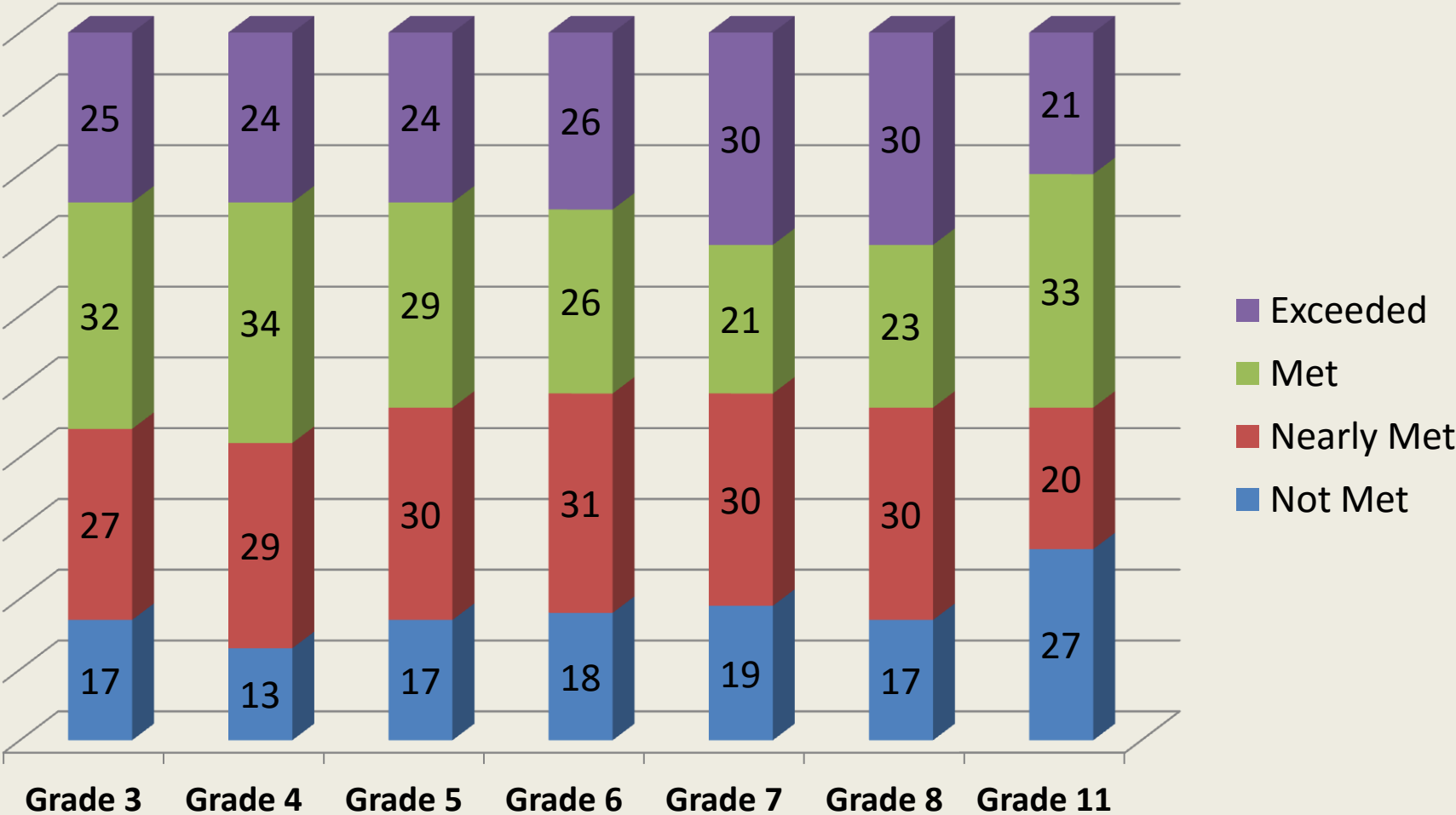|  | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | 11th Grade | All |
|---|---|---|---|---|---|---|---|---|
| Above Standard | 32 % | 36 % | 46 % | 37 % | 45 % | 32 % | 56 % | 40 % |
| At or Near Standard | 47 % | 51 % | 42 % | 47 % | 42 % | 51 % | 38 % | 45 % |
| Below Standard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

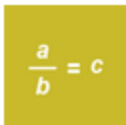## Research/Inquiry: Investigating, analyzing, and presenting information

|  | 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 % |

# SBA-Math – % Per Achievement Level

## CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

| $\frac{a}{b} = c$ | | 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?

- 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

- For students in grade eleven, scores will indicate readiness for credit-bearing, college-level work.

# What Are Our 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.

# Thank You.

For additional information contact:

**Ani Silva**, Director of Curriculum and Special Projects

asilva@pgusd.org

831.646.6526