California Assessment of Student Performance and Progress (CAASPP)

November 10, 2015

CAASPP System Overview

- CAASPP became state law on January 1, 2014.
- The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program that had been in place since 1998.
- CAASPP = California Assessment of Student ***Performance*** and ***Progress***

A New System with a New Purpose

The primary purpose of the CAASPP System is to assist teachers, administrators, students, and parents to ***promote high-quality teaching and learning*** through the use of a variety of assessment approaches and item types.

California is raising the bar for good reason — students need strong math and reading skills to graduate ready for college and a 21st century career.

These new tests ask a lot more than the old, multiple choice exams. Students must now:

Explain how they solve problems

Think critically

Write analytically

California Assessment of Student Performance and Progress (CAASPP)

2015–16 CAASPP System

English Language Arts/Literacy and Mathematics Summative Assessments

Smarter Balanced
California Alternate Assessment

Science

California Standards Test
California Modified Assessment
California Alternate Performance Assessment

Reading/Language Arts

Standards-based Tests in Spanish

Additional Resources:

- Interim assessments
- Formative assessment processes (Digital Library)
- Grade two diagnostics (English language arts/literacy and mathematics)

Using the data in 2015-16

- Use summative assessment results to prioritize short- and long-term goals that support teaching and learning for all students, including SWDs and ELs.
- Learn more about the connection between the claims, assessment targets, and California's new standards; and read and understand the value and use of the test blueprints.
- Determine which students qualify for designated supports and accommodations on the assessments and in daily classroom use.

Purpose of Summative Assessments

Annual measurement of student performance and progress (i.e., growth, beginning in 2015–16 after two years of data) in relation to the standards.

- What have my students learned?
- Have my students met the performance standard?
- What are the strengths and weaknesses of individual students or groups of students?

Useful in program evaluation, as part of accountability systems, and to inform decisions designed to improve teaching and learning.

- What can the results tell us about strengths and weaknesses in curriculum, instruction, and programs?
- What are the relative strengths in teaching and learning?

Caveats When Using Results of Summative Assessments

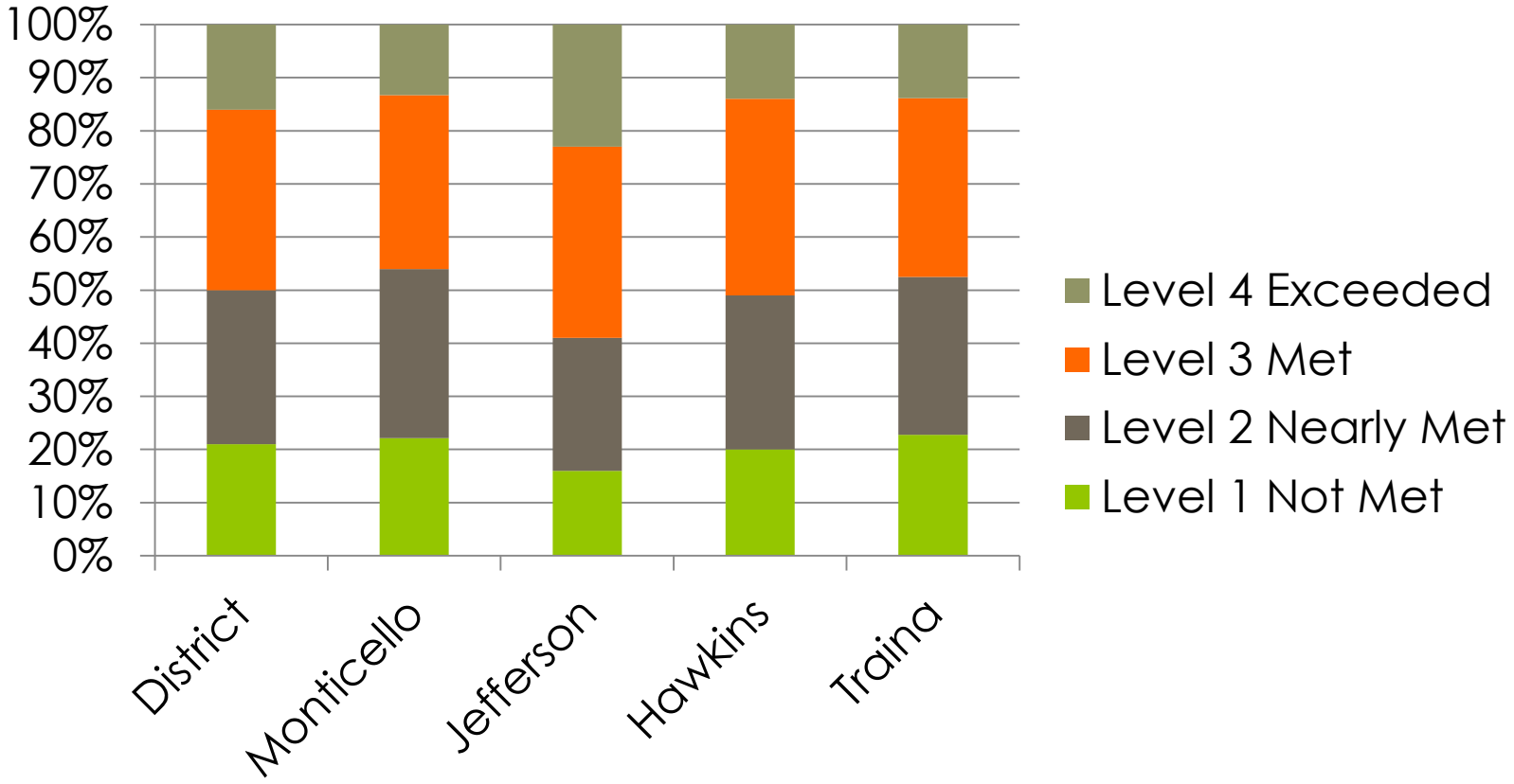
- Do not compare to previous testing programs like the Standardized Testing and Reporting (STAR) Program.
- Results should NOT be used as the sole indicator for program placement.
- Use multiple measures to determine overall student performance and progress.

Type of Reports

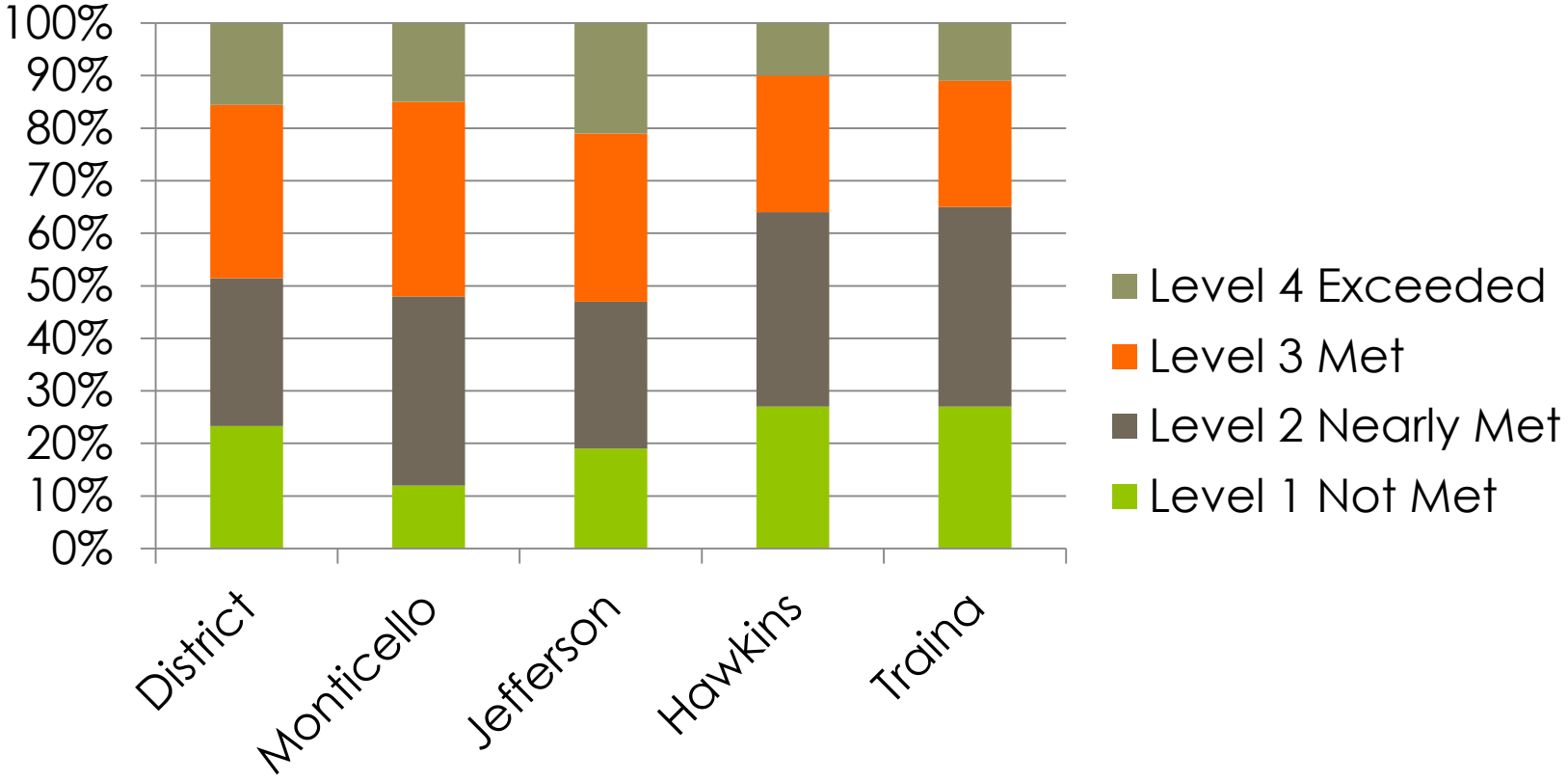
Individual Student Reports & Summary Reports

- Reports Provide:
  - **Overall Scale Score**
  - **Achievement Levels by content area (ELA & Math)**
    - Level 1. Standard not met
    - Level 2. Standard nearly met
    - Level 3. Standard met
    - Level 4. Standard exceeded
  - **Claim – level achievement level**
    - Below Standard
    - At or Near Standard
    - Above Standard

Smarter Balanced Summative Assessment - ELA



Smarter Balanced Summative Assessment - Math



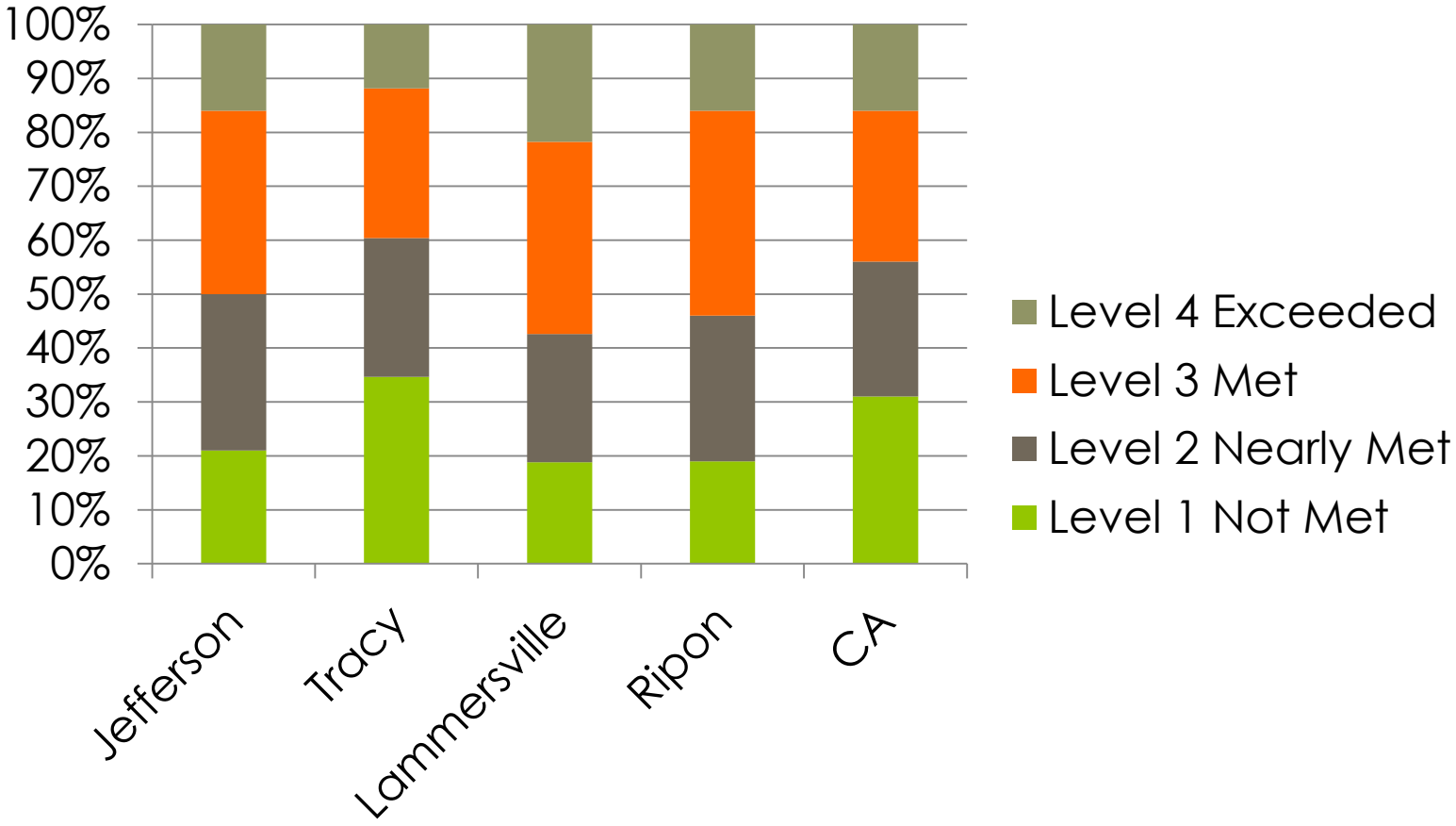
JSD Students Meeting & Exceeding the Standards

Content Area	District overall	Monticello	Jefferson	Hawkins	Traina
ELA	50%	40%	59%	51%	48%
Math	41%	52%	53%	36%	35%

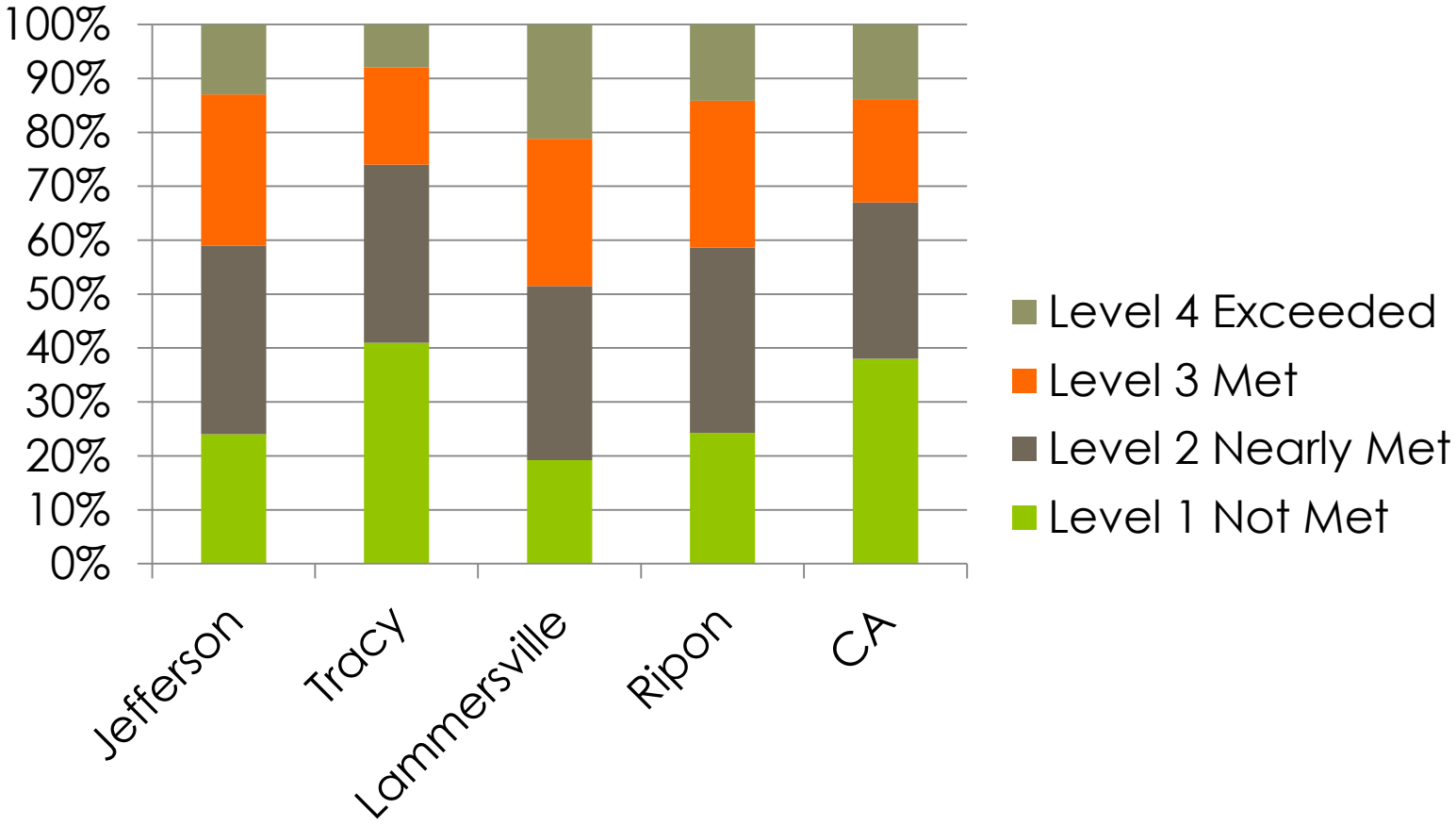
Special Populations

Students	Content	Level 1 Not Met	Level 2 Nearly Met	Level 3 Met	Level 4 Exceeded
SWD	ELA	65%	22%	10%	3%
	Math	65%	28%	5%	2%
EL	ELA	34%	35%	23%	8%
	Math	35%	44%	16%	5%
Econ. Dis.	ELA	30%	34%	26%	9%
	MATH	35%	40%	18%	7%

Comparing Districts - ELA



Comparing Districts - Math



California Standardized Test (CST)

FIFTH/SCIENCE	HAWKINS		JEFFERSON		TRAINA	
Advanced	16%	55%	25%	82%	25%	73%
Proficient	39%		57%		48%	
Basic	33%	42%	11%	18%	18%	26%
Below Basic	4%		6%		8%	
Far Below Basic	5%		1%		0%	

EIGHTH/SCIENCE	HAWKINS		JEFFERSON		TRAINA	
Advanced	34%	61%	40%	67%	27%	53%
Proficient	27%		27%		26%	
Basic	22%	39%	21%	32%	26%	46%
Below Basic	15%		6%		13%	
Far Below Basic	2%		5%		7%	

We need to be patient

- California's new standards and tests are challenging for schools to teach and students to learn.
- Patience is required. This year is just a starting point. Parents, teachers, and schools should consider this year's results a baseline for future progress.
- A test score is just one part of a larger picture. An academic check-up, tests are just one of many tools to gauge what students know.