



California Assessment of Student Progress and Performance



Last Spring students in grades 3-8 and 11 took the California Assessment of Student Progress and Performance – CAASPP.

Student's reports with results will be mailed home in early September.

Here's what you should know about the new assessment and your child's results.....

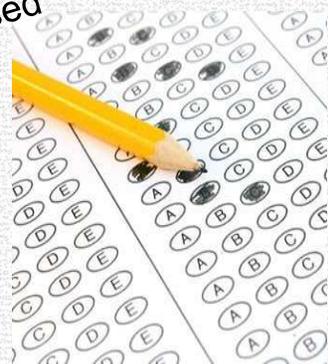


Shifts in California Education

Then –
STAR and CST

1998 Content
Standards for California
Public Schools

Multiple Choice
and Knowledge
Based

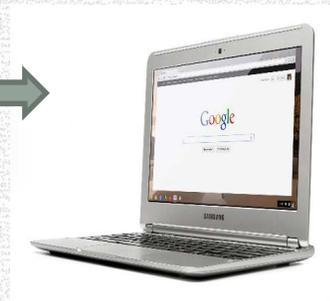


Now –
CAASPP



**New
Standards
2010**

Computer Adaptive
Selected Response
Short Written Answers
Graphing
Performance Tasks



New Goal = College & Career Readiness

- Problem Solving Perseverance
- Application of Knowledge
- Listening
- Reading Complex Texts
- Research
- Real-world math tasks

New Problem Types: More Engaging

- 4th Grade Math

43328



Jared is testing how much weight a bag can hold. He plans to put juice bottles into three bags. He wants each bag to have a total weight within the given range.

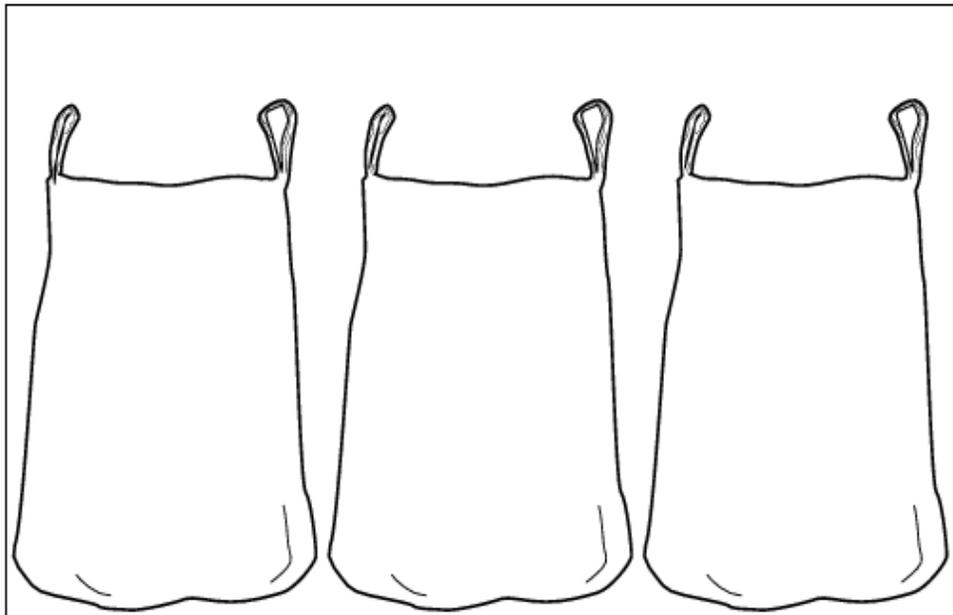
- Drag juice bottles into each bag so that the weight is within the given range.
- Leave the bag empty if the given range is not possible using juice bottles.

Click and Drag animation



$3\frac{5}{8}$ lb

Delete



Three empty bags are shown, each with a different weight range below it:

- Between 6 lb and 7 lb
- Between 10 lb and 11 lb
- Between 14 lb and 15 lb

New Problem Types: Challenging Tasks – 5th Grade Math



COMMUNITY GARDEN

Your class is going to plant vegetables in a section of the local community garden. The garden manager has provided an area to plant the vegetables as follows:

The total area for the class to plant vegetables will be a rectangle 40 feet long and 30 feet wide.

The class has decided to plant four rectangular sections of the class garden with vegetables according to this plan:

- **1/4 of the garden will be planted with carrots.**
- **1/6 of the garden will be planted with potatoes.**
- **1/8 of the garden will be planted with broccoli.**
- **1/12 of the garden will be planted with corn.**

In this task, you will analyze the class plan and determine an alternate plan that will help make the most use of the available area.

“Analyze the class plan and determine an alternative that will help make the most of the available area “

1

Using the connect line tool, draw rectangles on this model of the garden to represent the four rectangular sections for planting vegetables according to the class plan. The garden model is divided into 5 feet by 5 feet sections.

- Use whole number side lengths.
- Each square on the model represents 1 square foot.
- Drag the correct label that shows the vegetable for each section.

- Drawn from real life
- Requires multiple steps
- No one right answer

New Problem Types: Listening Questions

– 7th Grade ELA



A Human Wall for Baby Turtles

Listen to the presentation

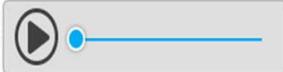
Listen to the presentation. Then answer the questions.



Click to hear the meaning of the word below.

Instinct

Audio glossaries for words above grade level



Asks students to provide evidence for answers

22

The following question has two parts. First, answer part A. Then, answer part B.

Part A

What is the **most likely** reason the author made the presentation?

- Ⓐ to explain how animals' natural behavior can be harmful
- Ⓑ to give an example of humans helping animals
- Ⓒ to prove that city lights are harmful to turtles
- Ⓓ to teach a lesson on the life cycle of turtles

Part B

Which detail from the presentation **best** supports your answer in part A?

- Baby turtles are born on the same beach as their mothers.
- Baby turtles go towards bright light because of their instincts.
- The baby turtles were guided to the ocean by a wall of people.
- Lights from houses, hotels, and airports make turtles go the wrong way.

New Problem Types: Word Meaning

– 11th Grade ELA

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A student is writing a critical review for the high school newspaper about an upcoming music revue. Read the draft of the review and complete the task that follows.

The high school music revue is always one of the most eagerly anticipated events of the school year. With more than fifteen acts taking part in the proceedings, this year's event was of a very high caliber. Particularly impressive was when the high school orchestra closed the event with a series of ragtime classics. Performing their closing number for a second time, the orchestra returned to the stage at the end of the night for what would be a richly received segment.

The student wants to make sure that his word choices are appropriate to inform his audience about the upcoming music revue. Choose the **best two** words to replace the underlined word.

- interlude
- sequel
- encore
- overture
- reprise
- prelude

Choose the best two words to replace the underlined word

More than one answer



Advantages of the New System

- The CAASPP tests measure critical thinking, analytical writing, problem solving, and subject-area knowledge, providing teachers with multiple sources of information about student strengths and areas where students need additional support.
- The new assessments will show how much an individual student progresses from one year to the next.

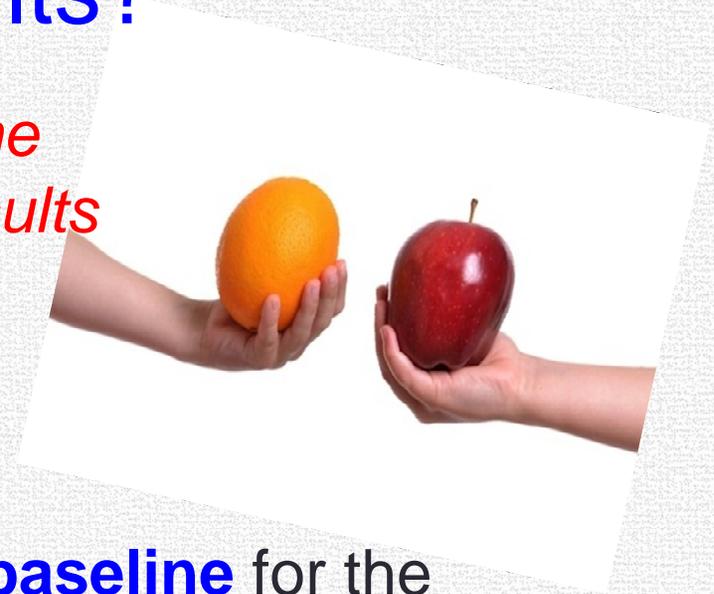
What Happened to the API?



- The Academic Performance Index (API) for schools and districts has been suspended until next year, so there will be *no API scores* calculated from this year's tests.
- The California Department of Education and the State Legislature are developing a new version of the API that will meet our current education priorities. We'll share more information when it becomes available.

How do we use the results?

Because the new standards and the goals are so different CAASPP results cannot be compared to CST!



- This year's results will establish a **baseline** for the progress we expect students to make over time.
- We will use the CAASPP results along with other sources of student achievement data to determine instructional needs, whether it be for intervention or enrichment.

Letter From Dr. Kevin Holt

In our school district, we see these tests as an academic checkup. Like class assignments and report cards, they are one gauge of student progress—one way to provide you and your child's teachers with information about your child's work toward the high goals we have set for our students.



Letter From Dr. Kevin Holt

No student or parent should be discouraged by test results, which will not be used to determine whether a student moves on to the next grade level or placed in a particular course.



Letter From Dr. Kevin Holt

In our district, we are providing teachers with professional development to help them better adapt their instruction to meet the expectations of the new standards. We have added carefully selected instructional resources designed to support student learning. We have enhanced student access to technology and the opportunity to learn using devices. We are continuing these efforts to ensure all our students are growing academically with the ultimate goal of college and career readiness.



How can you support your student's academic success?



- Discuss the overall CAASPP results your child and help her/him understand this new assessment is more challenging than the STAR or CST taken in the past.
- With older children, explain that the new assessment was created to help her/him better prepare for college and career.
- Share your hopes for your child's future and talk about her/his strengths and set goals for the coming school year.
- Stress to your child that learning requires hard work, practice and persistence. Encourage her/him to engage in school and work closely with teachers to build her/his skills and achieve.



To learn more about the new CAASPP student report look for the video – “Understanding the CAASPP Individual Student Score Report” also featured on the SMUSD Website in English and Spanish.

