

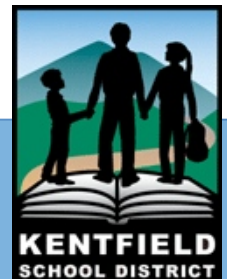
# California Assessment of Student Performance and Progress

## 2015 RESULTS

Board Presentation

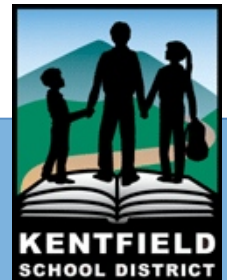
By Superintendent Liz Schott

October 13, 2015



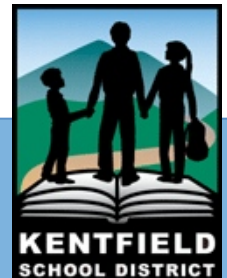
# CAASPP

- 2015 first official administration of CAASPP
- Students in 3<sup>rd</sup> through 8<sup>th</sup> grade
- English Language Arts and Mathematics
- STAR Science assessments only for 5<sup>th</sup> and 8<sup>th</sup> grade students
- 2015 baseline for future progress



# CAASPP IMPROVEMENTS

- Computer-based and adaptive test tailors questions to more accurately identify knowledge and skill mastery of individual students
- Performance tasks demonstrate critical thinking and problem solving
- Faster result delivery
- English learner and special needs support
- Designed to measure student growth over time

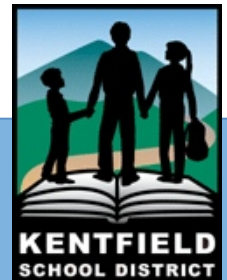


# SCALE SCORES

“Degree of progress toward mastery of knowledge and skills needed for success in future coursework”

An ability estimate based on the response to the specific test questions that a student answered – *not the total number of questions answered correctly*

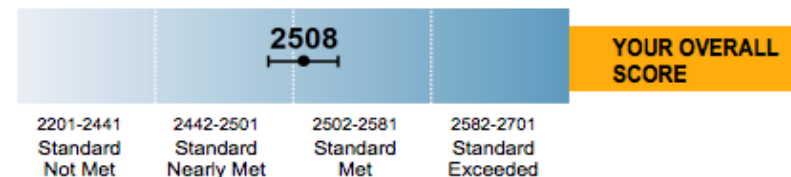
- **Higher Score** = correctly answered more difficult and discriminating questions
- **Lower Score** = correctly answered easier and less discriminating questions



# SCALE SCORE REPORT

- Between 2,000 and 3,000 points that fall within one of four achievement levels
- Range bar shows how a score might be different if the student had taken the test again

**ENGLISH LANGUAGE ARTS/LITERACY**  
Emily's overall score is: **2508**



# CAASPP ACHIEVEMENT LEVELS

ENGLISH

LANGUAGE ARTS

MATHEMATICS

College  
and  
Career  
Ready

Exceeded the Standard

College  
and  
Career  
Ready

Met the Standard

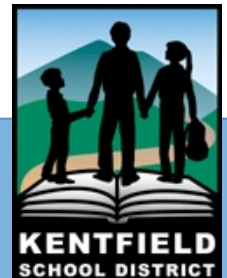
Target  
Improvement

Nearly Met the Standard

Target  
Improvement

Has Not Met the Standard

2015 CAASPP RESULTS



# IN-DEPTH MEASUREMENT SCORES: “CLAIMS”

## English Language Arts

1. Reading
2. Writing
3. Speaking & Listening
4. Research/Inquiry

## Mathematics

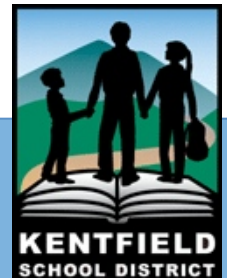
1. Concepts & Procedures
2. Problem Solving
3. Communicating Reasoning
4. Modeling & Data Analysis

Below Standard

At or Near Standard

Above Standard

2015 CAASPP RESULTS



# CLAIM REPORTS

## ENGLISH LANGUAGE ARTS/LITERACY

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

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

## MATHEMATICS

Emily's overall score is: **2279**

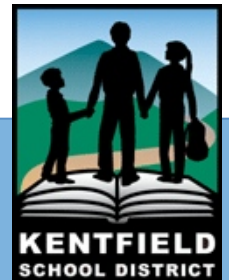
AREA	PERFORMANCE
<b>Problem Solving &amp; Modeling/Data Analysis</b> <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	<b>Below Standard</b>
<b>Concepts &amp; Procedures</b> <i>Applying mathematical concepts and procedures</i>	<b>Below Standard</b>
<b>Communicating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





# CAASPP SCORE REPORT BENEFITS

- Ability to monitor student year-to-year progress
  - Scaled vertically = scores linked for questions common between adjacent grades
- Metric allows a particular score to mean the same across test forms for a grade level, even though difficulty of the test may vary
- Each program/grade level/content area has its own scale score range



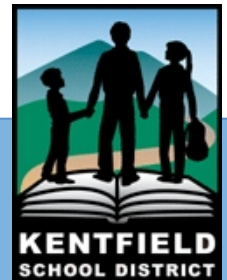
# ENGLISH LANGUAGE ARTS

**Reading:** Demonstrating an understanding of literary and non-fictional texts

**Writing:** Producing clear and purposeful writing

**Listening:** Demonstrating effective communication skills

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



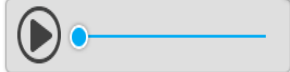
# ENGLISH LANGUAGE ARTS



## A Human Wall for Baby Turtles

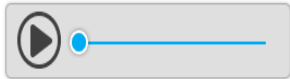
Listen to the presentation

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?

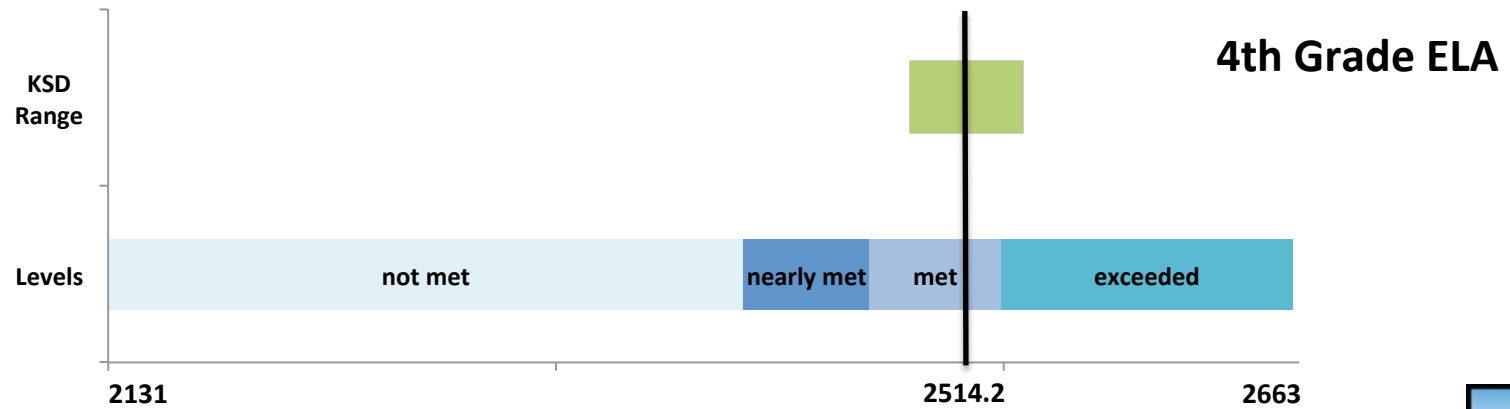
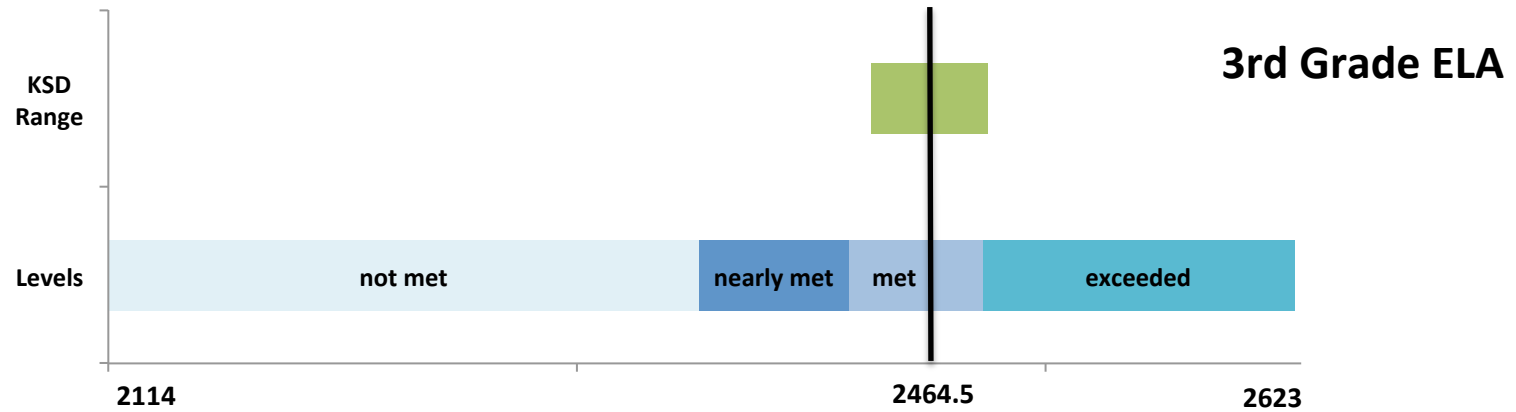
- Ⓐ to explain how animals' natural behavior can be harmful
- Ⓑ to give an example of humans helping animals
- Ⓒ to prove that city lights are harmful to turtles
- Ⓓ to teach a lesson on the life cycle of turtles

### Part B

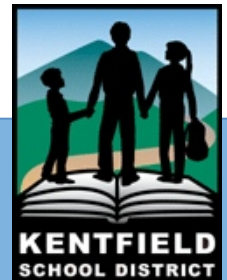
Which detail from the presentation **best** supports your answer in part A?

- Ⓐ 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.

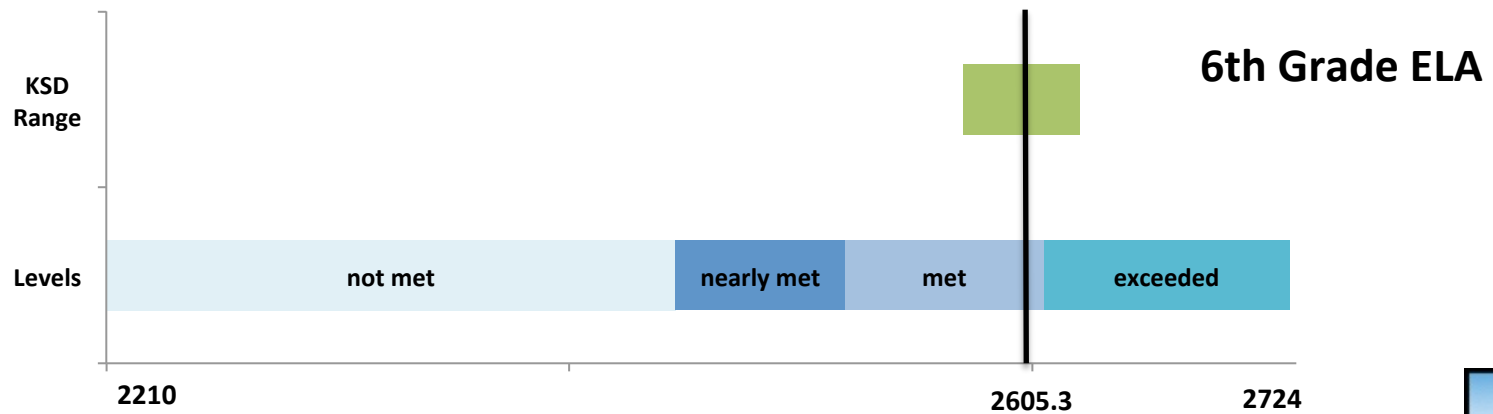
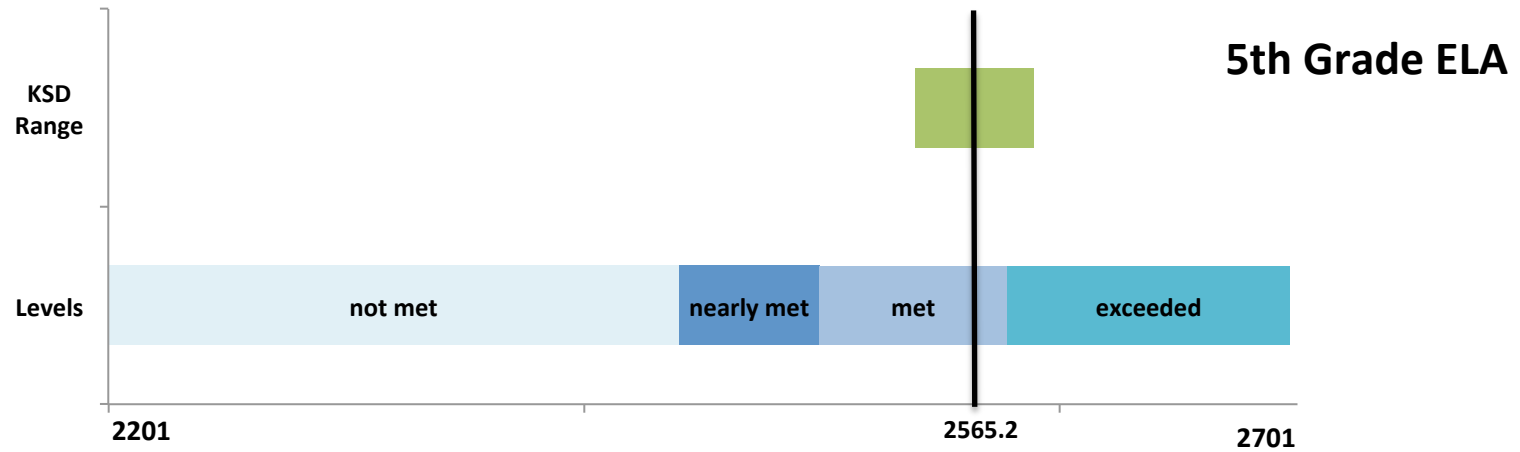
# ELA RESULTS



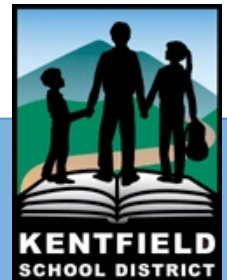
2015 CAASPP RESULTS



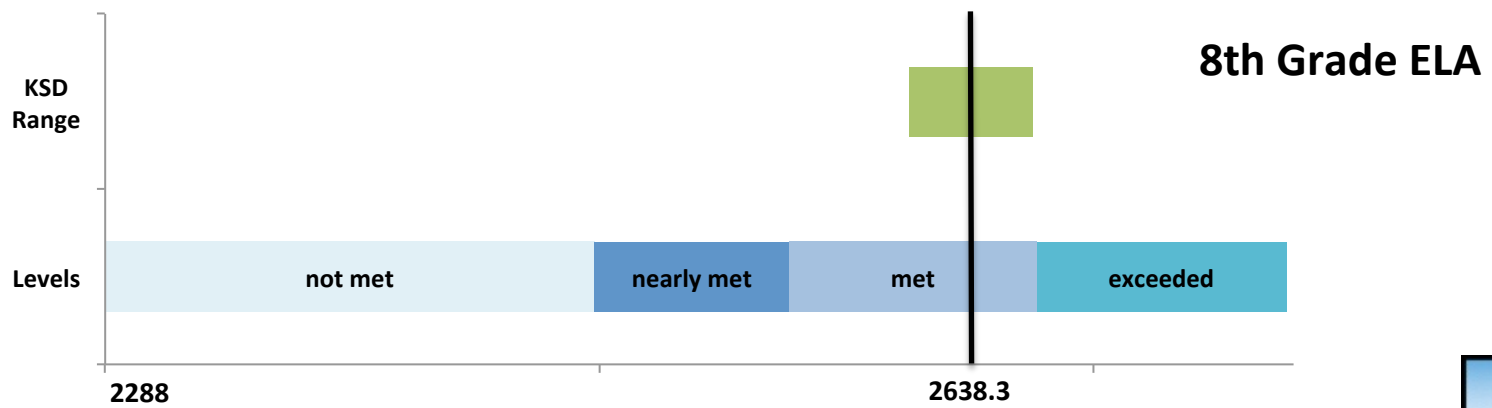
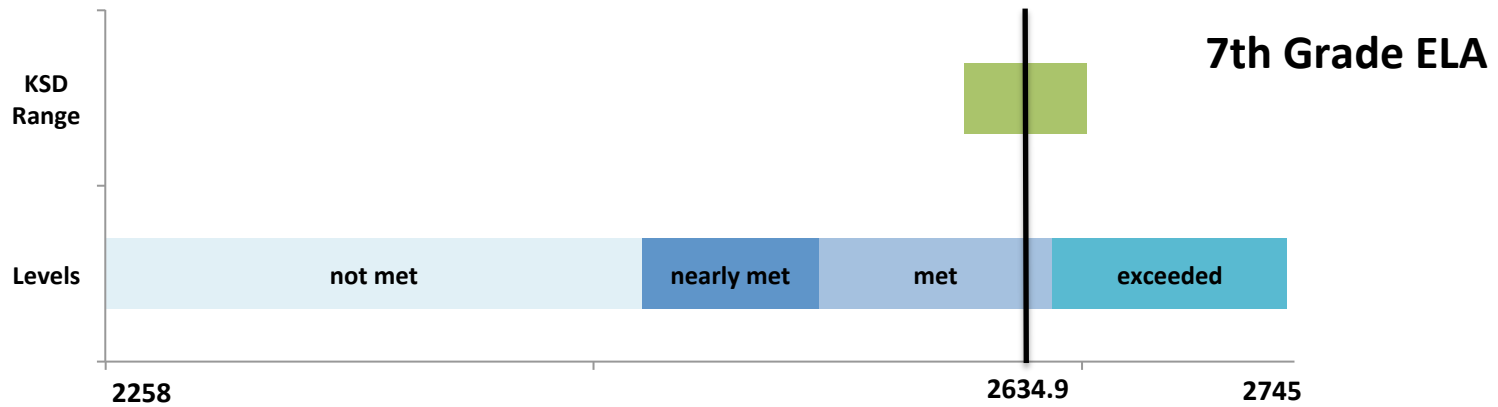
# ELA RESULTS



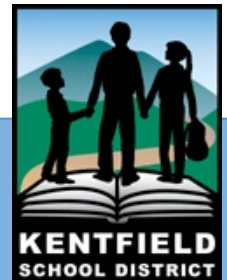
2015 CAASPP RESULTS



# ELA RESULTS



2015 CAASPP RESULTS

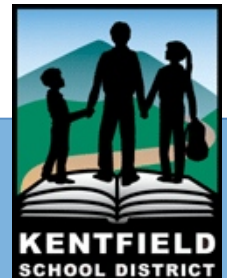


# MATHEMATICS

**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



# MATHEMATICS

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

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



# MATHEMATICS



## 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.

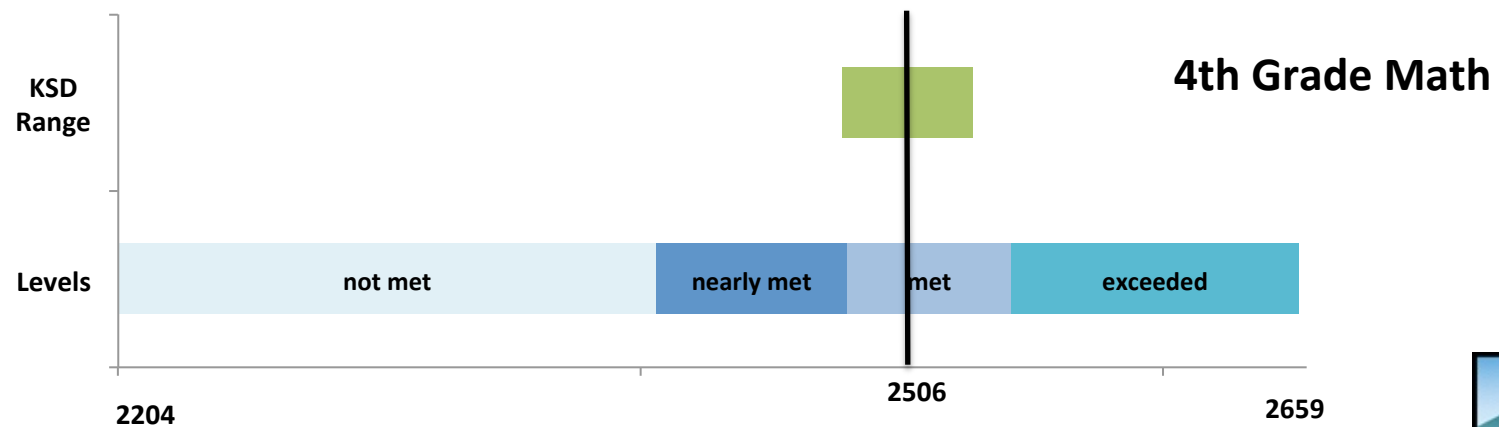
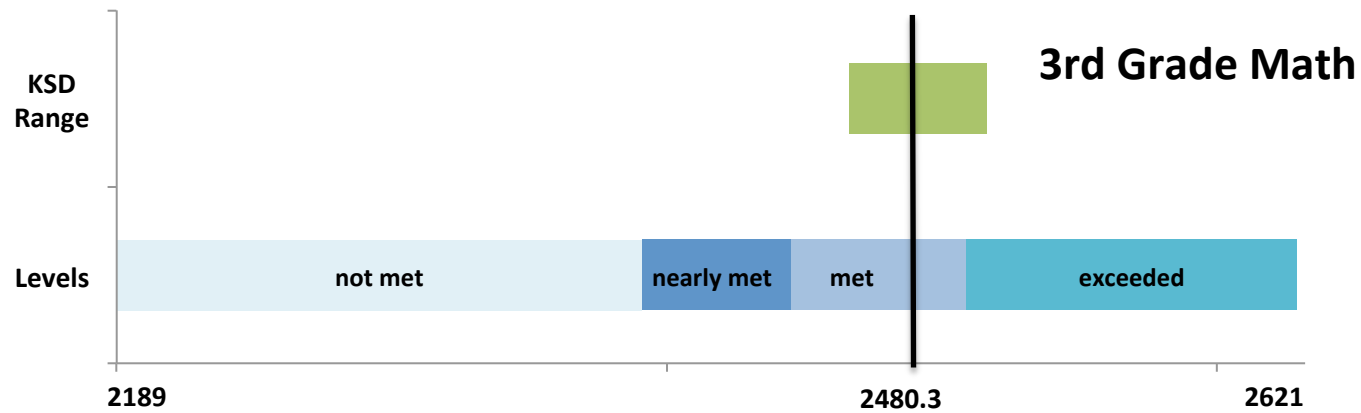
- Use whole number side lengths.
- Each square on the model represents 1 square foot.
- Drag the correct label that shows the vegetable for each section.

Carrots  
Potatoes  
Broccoli  
Corn

Delete Add Point Connect Line

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

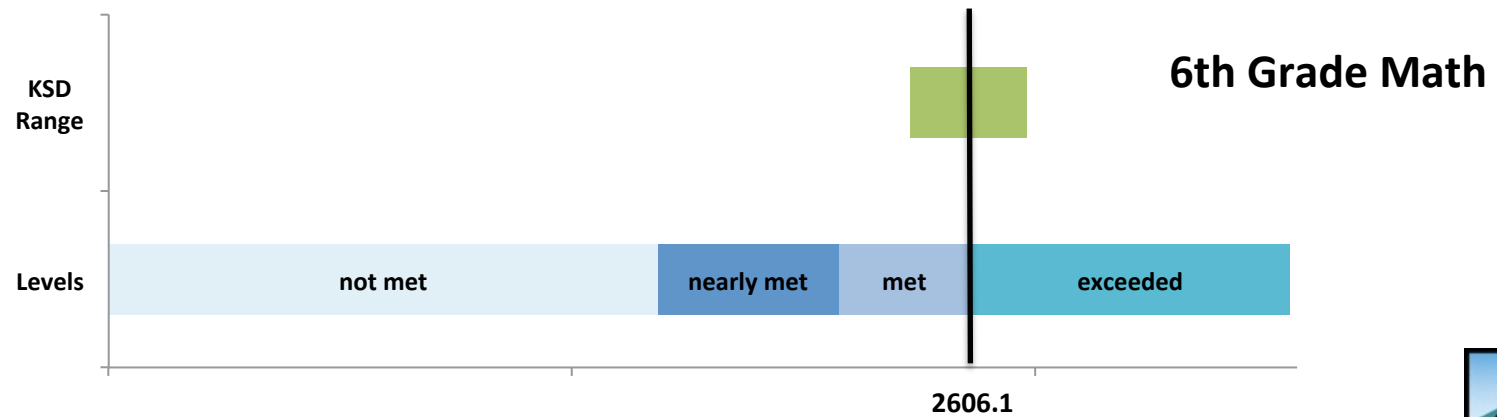
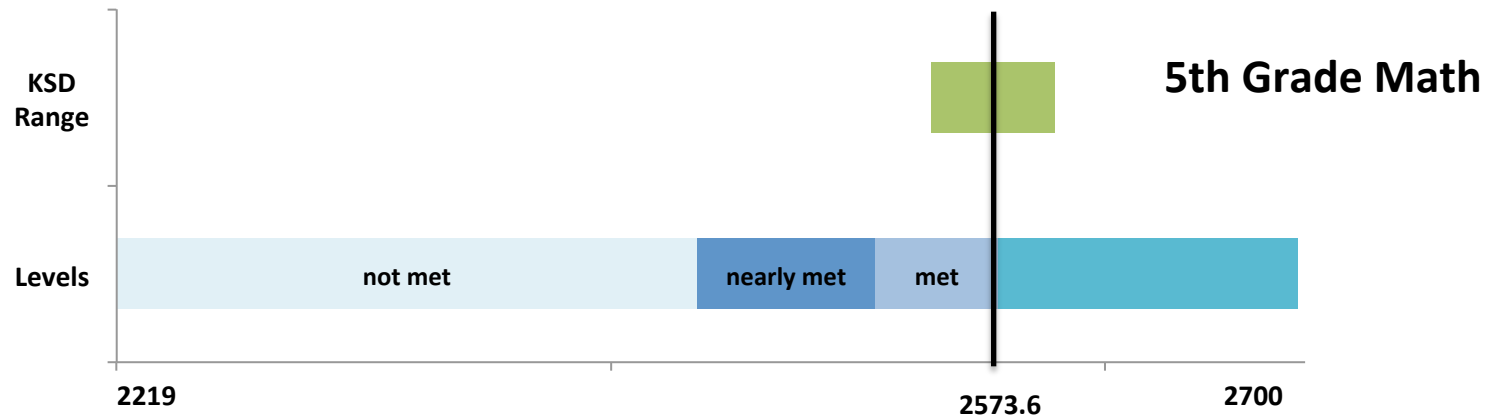
# MATH RESULTS



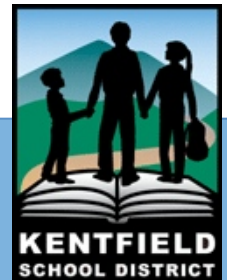
2015 CAASPP RESULTS



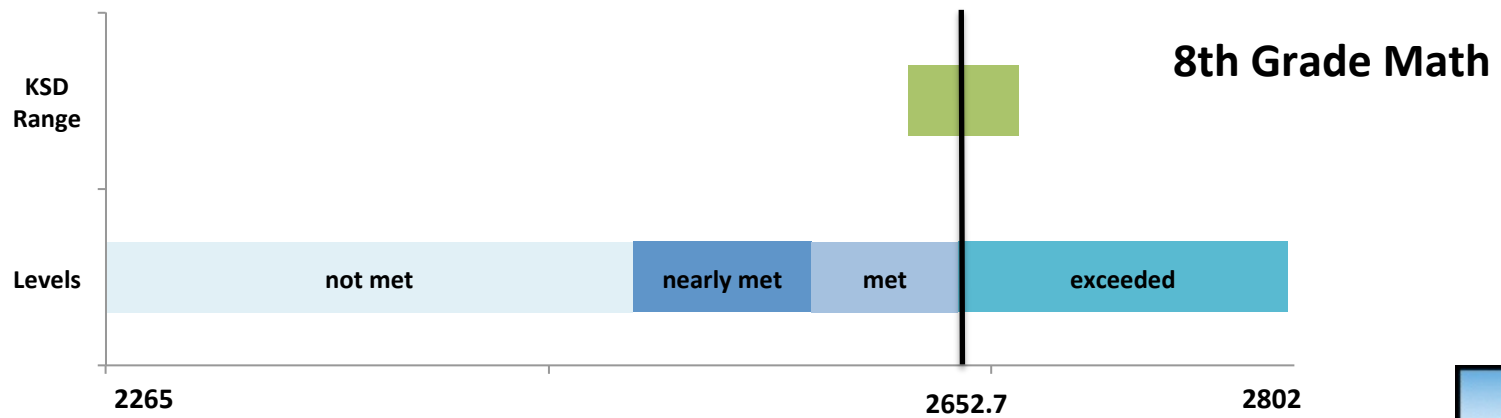
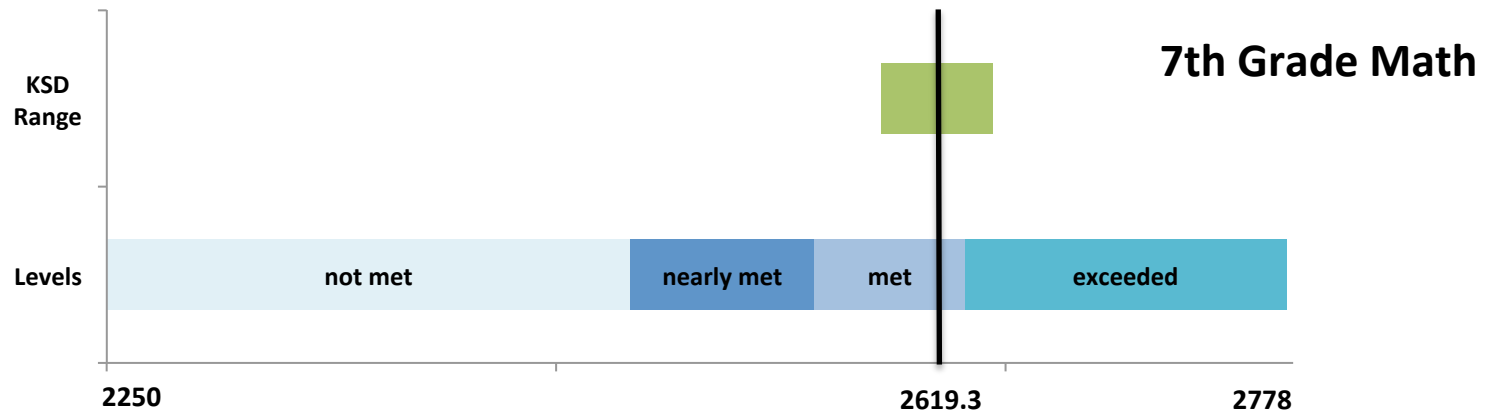
# MATH RESULTS



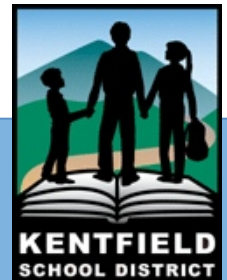
2015 CAASPP RESULTS



# MATH RESULTS

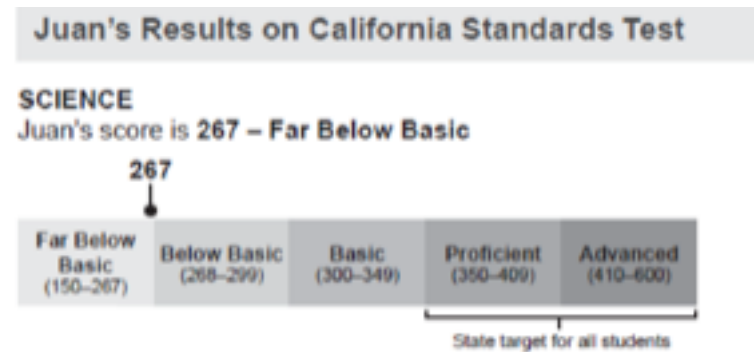


2015 CAASPP RESULTS



# SCIENCE

- Federally required legacy Science test
- Administered in 5<sup>th</sup> and 8<sup>th</sup> grade
- Not aligned to Next Generation Science Standards
- New Science assessment in development



# NEXT STEPS

- District team attends CAASPP Institute – 2 days in November 2015 and 1 day in February 2016
- Establish improvement targets by November 2015
- Strategic Plan review session discussion by March 2016

