California Assessment of Student Performance and Progress

STUDENT SCORE REPORT | 2016

Matthew Martin

Creation Date: Month DD, YYYY

MATTHEW'S RESULTS ON THE

California Alternate Assessments (CAAs)

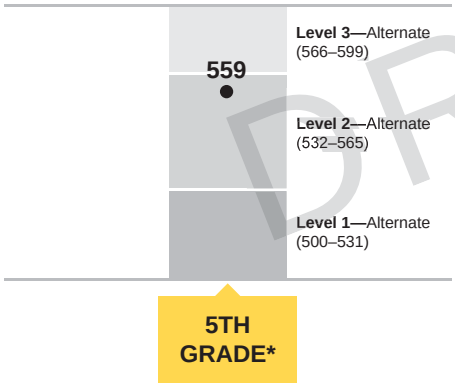
The new California Alternate Assessments are based on alternate achievement standards to give students with significant cognitive disabilities the opportunity to demonstrate their learning by taking a test commensurate with their abilities. Working with a teacher, Matthew was encouraged to complete items as independently as possible. Matthew had an opportunity to answer questions representing different levels of complexity, which helps all students with significant cognitive disabilities demonstrate what they know and can do.

These results are one measure of Matthew's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as progress on individualized education program (IEP) goals, assignments, and teacher conferences—and they can be used to help inform a conversation with Matthew's teachers about how to help him progress in English language arts/literacy and mathematics.

CAA ENGLISH LANGUAGE ARTS/LITERACY

Matthew's overall score for 2016 is:

559 | Level 2—Alternate



Matthew showed **foundational understanding** of core concepts in English language arts/literacy, such as identifying the main idea of a story. For a detailed description of performance level descriptors (PLDs), please visit the CAA PLD Web site at **http://www.cde.ca.gov/ta/tg/ca/caapld.asp**.

We encourage you to review the results of this assessment with your child's teacher, and to work together to set individual learning goals for your child. Consider IEP goals when reviewing results, keeping in mind those goals do not always align with the alternate achievement standards in core content areas.

Please note that this is a new assessment and should not be compared with prior assessment results.

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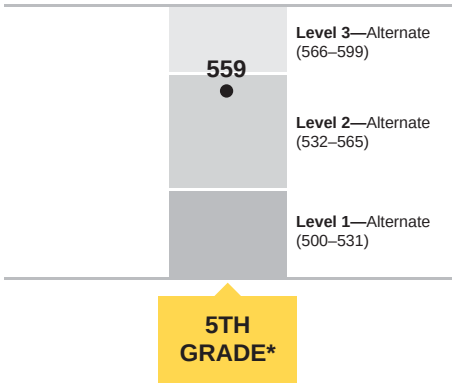
CAA MATHEMATICS

Matthew's overall score for 2016 is:

559 | Level 2—Alternate



Matthew showed **foundational understanding** of core concepts in mathematics, such as solving addition, subtraction or multiplication word problems. For a detailed description of PLDs, please visit the CAA PLD Web site at **http://www.cde.ca.gov/ta/tg/ca/caapld.asp**.

We encourage you to review the results of this assessment with your child's teacher, and to work together to set individual learning goals for your child. Consider IEP goals when reviewing results, keeping in mind those goals do not always align with the alternate achievement standards in core content areas.

Please note that this is a new assessment and should not be compared with prior assessment results.

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* Students in ungraded programs are assigned a grade for testing purposes based on the student's date of birth.

To see scale score ranges for all grades or for complete results for schools, districts, or across the state, visit the CDE CAASPP Results Web pages at **http://caaspp.cde.ca.gov/**.

Your Guide to Matthew's California Assessment of Student Performance and Progress (CAASPP) Score Report

CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

LOCAL ID #: **9999999999**
STUDENT #: **9999999999** DATE OF BIRTH: **04/01/2005**
GRADE: **5** TEST DATE: **Spring 2016**

FOR THE PARENT/GUARDIAN OF:
MATTHEW MARTIN
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: **California Elementary School**
LEA: **California Unified**

Dear Parent/Guardian of Matthew Martin:

This report shows how Matthew scored on the California Alternate Assessments (CAAs) for English language arts/literacy and mathematics. These tests are based on alternate achievement standards, which make them more accessible for students with significant cognitive disabilities. These new tests are part of the California Assessment of Student Performance and Progress (CAASPP) System.

As a fifth-grader, Matthew also took a science test. His results on California's science assessment can be found on the bottom of this report.

While tests are just one way to measure Matthew's progress, the results can help teachers and the school focus on areas in which students may need more help. I encourage you to be involved in your child's learning, and discuss these results with Matthew's teacher(s).

Sincerely,

Tom Torlakson
State Superintendent of Public Instruction

Statewide Assessments: One Measure of Matthew's Progress

What are the California Alternate Assessments?

The California Alternate Assessments (CAAs) are online tests for students with individualized education programs (IEPs) that designate the use of an alternate assessment to measure student progress on alternate achievement standards. This alternate assessment is part of the California Assessment of Student Performance and Progress (CAASPP) System, and replaces the California Alternate Performance Assessment (CAPA) for English language arts and mathematics. In the coming years, a new component aligned with new science standards will be incorporated into CAASPP and will replace the current CAPA for science assessment at grades 5, 8, and 10.

The CAAs give students the opportunity to demonstrate their learning by taking a test commensurate with their abilities. The CAAs use alternate achievement standards, called Core Content Connectors ("Connectors"), to make the test more accessible for students with significant cognitive disabilities. Visit the CDE CAA Web page at **http://www.cde.ca.gov/ta/tg/ca/altassessment.asp** for more information and resources intended for parents about the CAAs, including sample questions and a parent brochure.

The CAAs are administered to each student individually. CAA items and tasks represent three different levels of complexity, and students' responses to the first set of test questions determine the complexity of the items that follow.

Students who take CAAs are encouraged to complete items as independently as possible. If they are able, students can respond to test questions by using a mouse or keyboard. If needed, a test examiner will select a response indicated by the student by gesture, eye gaze, alternative communication device, or other means. Like other CAASPP assessments, the CAAs offer universal tools, designated supports, and accommodations according to the needs of each student as described in their IEP or 504 plan. To learn more about these tests, visit the CDE Web site at **http://www.cde.ca.gov**.

What are the score ranges for each level?

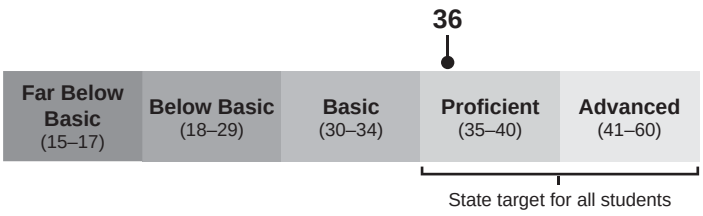
There are three levels of scores for English language arts/literacy and mathematics:

	Level 1—Alternate	**Level 2**—Alternate	**Level 3**—Alternate
CAA ENGLISH LANGUAGE ARTS/LITERACY	500–531	532–565	566–599
CAA MATHEMATICS	500–531	532–565	566–599

Matthew's Results on the California Alternate Performance Assessment for Grade 5 Science

SCIENCE

Matthew's score is **36 — Proficient**



Matthew's score of 36 is in the Proficient level on the California Alternate Performance Assessment for science.

To meet federal test requirements, California administered a science assessment to all students in grades 5, 8, and 10; these tests are not aligned with California's new standards. As part of California's transition to these new science standards, science tests aligned to the new standards are under development.

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