



Summative Assessment: Assessment Target Reports

2015–16 CAASPP Institutes



TOM TORLAKSON
State Superintendent
of Public Instruction

Overview of Module

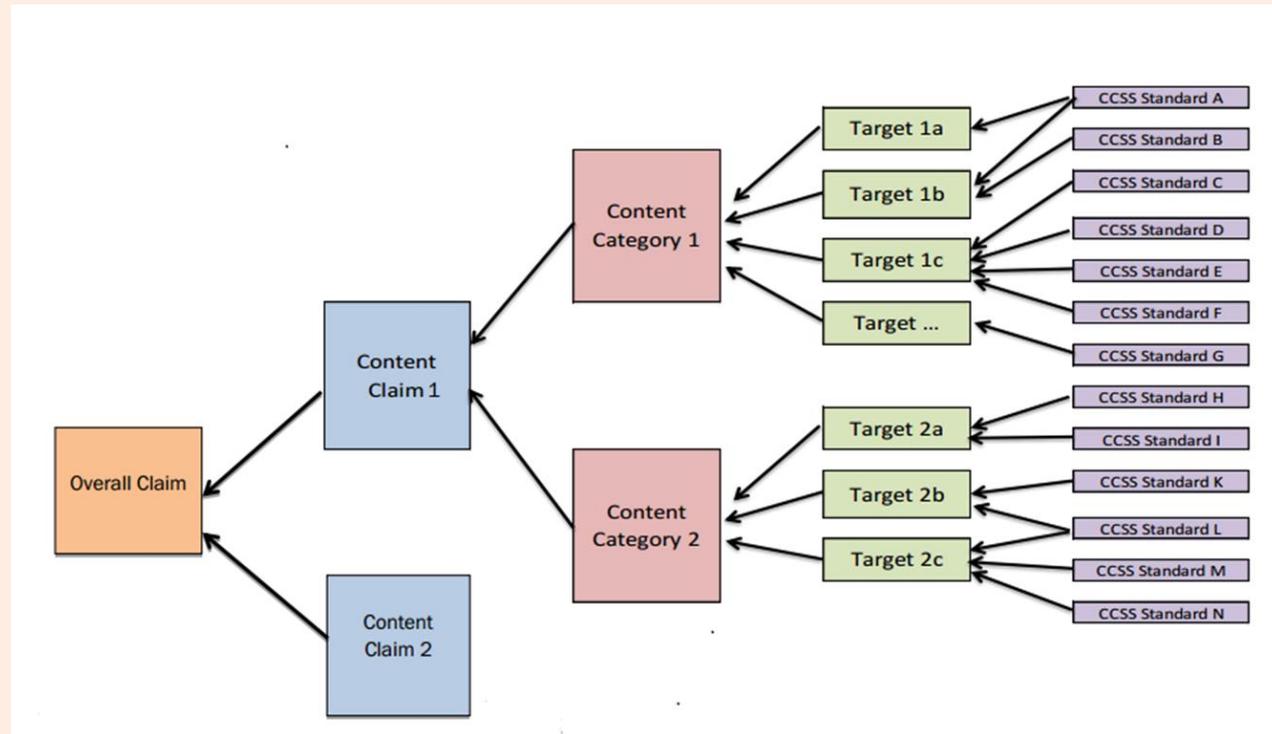
- Assessment targets as part of a comprehensive assessment system
- Assessment Target Reports
- Uses for Assessment Target Report information.



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Assessment Targets

- Describe the expectations of what will be assessed by the items and tasks within each claim.





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Assessment Target Reports

- Available for:
 - All four ELA claims (Reading, Writing, Listening, and Research/Inquiry)
 - One mathematics claim (Concepts and Procedures)
- Provided at the aggregate level by grade or group of students; will not be reported for individual students.
- Caution should be used when interpreting the information.



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Assessment Target Reports

- Will be available in the Online Reporting System (ORS).
- Will be downloadable.
- Only available for schools or LEAs that participate in online testing; not available for paper and pencil.

Assessment Target Reports: A Sample

Icon	Target Level	Description
	Better than performance on the test as a whole	This target is a relative strength. The group of students performed better on items from this target than they did on the rest of the test as a whole.
	Similar to performance on the test as a whole	This target is neither a relative strength nor a relative weakness. The group of students performed about as well on items from this target as they did on the rest of the test as a whole.
	Worse than performance on the test as a whole	This target is a relative weakness. The group of students did not perform as well on items from this target as they did on the rest of the test as a whole.
	Insufficient Information	Not enough information is available to determine whether this target is a relative strength or weakness.

Target	Strength/Weakness Indicator
Reading	
(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	
(Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.	
(Informational Text) WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	
(Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., relationships or interactions between individuals, events, ideas, or concepts; points of view; use of information from multiple print, reasoning and evidence to support points) and use supporting evidence as justification/explanation.	
(Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs) and the impact of those word choices on meaning.	
(Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	
(Literary Text) CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.	
(Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	
(Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.	
(Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures to explain information within the text.	
(Literary Text) LANGUAGE USE: Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context.	



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Uses for Assessment Target Reports

- Contribute to the investigation of a group of students' strengths and areas for improvement.
- Constitute one of many sources of evidence that should be used in evaluating student performance.
- Support data-driven program evaluation.



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Assessment Target Reports: Resources

- Quick Start Guide
- Frequently Asked Questions

[http://www.caaspp.org/administration/
reporting/index.html](http://www.caaspp.org/administration/reporting/index.html)



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***This is the end of
this module.***

Thank you for watching!