



AVERY'S RESULTS ON THE California Alternate Assessments (CAAs)

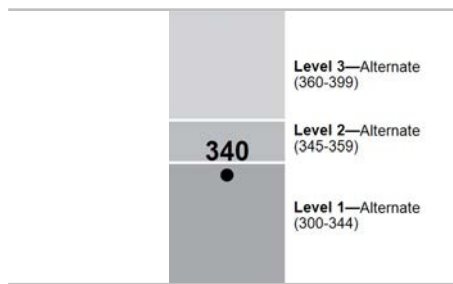
The new California Alternate Assessments are based on alternate achievement standards and give students the opportunity to demonstrate their learning by taking a test commensurate with their abilities. Working with a teacher, Avery was encouraged to complete items as independently as possible. Avery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

These results are one measure of Avery'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 Programs (IEPs) goals, assignments, and teacher conferences—and they can be used to help inform a conversation with Avery's teachers about how to help her progress in English language arts/literacy (ELA) and mathematics.

CAA ENGLISH LANGUAGE ARTS/LITERACY

Avery's overall score for 2016 is:

340 | Level 1—Alternate



3RD GRADE**

Avery showed **limited understanding** of core concepts in English language arts/literacy, such as recalling information in a text. 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>.

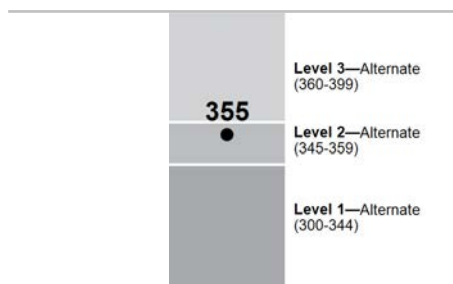
We encourage you to review the results of this assessment with your child's teacher and other members of the IEP team.

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

CAA MATHEMATICS

Avery's overall score for 2016 is:

355 | Level 2—Alternate



3RD GRADE**

Avery showed **foundational understanding** of core concepts in mathematics, such as solving addition, subtraction or multiplication word problems. 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 other members of the IEP team.

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

**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 Avery's California Assessment of Student Performance and Progress (CAASPP) Score Report

CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

Local ID #: **LocID01**
Student ID #: **1000001** Date of Birth: **10/20/2007**
Grade: **3** Test Date: **Spring 2016**

Dear Parent/Guardian of Avery Garcia:

This report shows how Avery 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.

While tests are just one way to measure Avery'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 Avery's teacher(s).

FOR THE PARENT/GUARDIAN OF:
Avery K Garcia
1234 Main Street
Your City, CA 12345

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

Sincerely,



Tom Torlakson,
State Superintendent of Public Instruction



Statewide Assessments: One Measure of Avery'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.

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 CAASPP System 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. 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	300-344	345-359	360-399
CAA MATHEMATICS	300-344	345-359	360-399



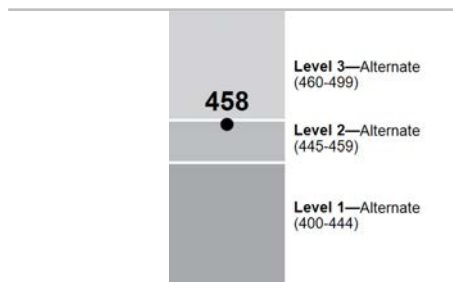
SOPHIA'S RESULTS ON THE California Alternate Assessments (CAAs)

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

These results are one measure of Sophia'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 Programs (IEPs) goals, assignments, and teacher conferences—and they can be used to help inform a conversation with Sophia's teachers about how to help her progress in English language arts/literacy (ELA) and mathematics.

CAA ENGLISH LANGUAGE ARTS/LITERACY

Sophia's overall score for 2016 is:
458 | Level 2—Alternate



4TH GRADE**

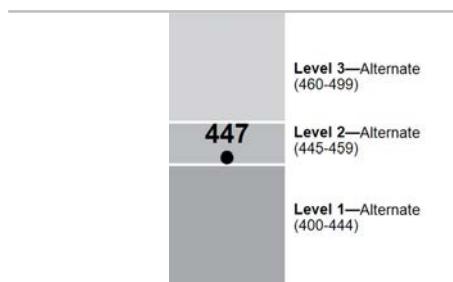
Sophia showed **foundational understanding** of core concepts in English language arts/literacy, such as identifying the topic of a text. For a detailed description of performance level descriptors (PLDs), please visit the CAA PLD Web site at <http://www.cde.ca.gov/ta/tg/ca/caapld.asp>.

We encourage you to review the results of this assessment with your child's teacher and other members of the IEP team.

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

CAA MATHEMATICS

Sophia's overall score for 2016 is:
447 | Level 2—Alternate



4TH GRADE**

Sophia showed **foundational understanding** of core concepts in mathematics, such as using fractions and working with geometric shapes. 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 other members of the IEP team.

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

**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 Sophia's California Assessment of Student Performance and Progress (CAASPP) Score Report

CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

Local ID #: **LocID01**
Student ID #: **1000004** Date of Birth: **04/01/2006**
Grade: **4** Test Date: **Spring 2016**

Dear Parent/Guardian of Sophia Jackson:

This report shows how Sophia 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.

While tests are just one way to measure Sophia'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 Sophia's teacher(s).

FOR THE PARENT/GUARDIAN OF:
Sophia Jackson
1234 Main Street
Your City, CA 12345

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

Sincerely,



Tom Torlakson,
State Superintendent of Public Instruction



Statewide Assessments: One Measure of Sophia'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.

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 CAASPP System 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. 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	400-444	445-459	460-499
CAA MATHEMATICS	400-444	445-459	460-499



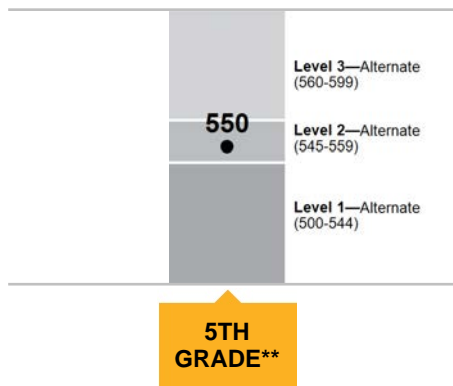
MATTHEW'S RESULTS ON THE California Alternate Assessments (CAAs)

The new California Alternate Assessments are based on alternate achievement standards and give students 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 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 Programs (IEPs) 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 (ELA) and mathematics.

CAA ENGLISH LANGUAGE ARTS/LITERACY

Matthew's overall score for 2016 is:
550 | Level 2—Alternate



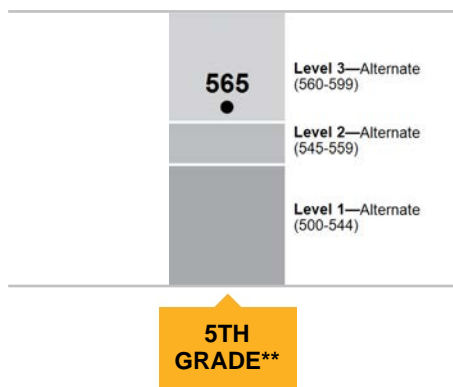
Matthew showed **foundational understanding** of core concepts in English language arts/literacy, such as identifying the main idea of a story. For a detailed description of performance level descriptors (PLDs), please visit the CAA PLD Web site at <http://www.cde.ca.gov/ta/tg/ca/caapld.asp>.

We encourage you to review the results of this assessment with your child's teacher and other members of the IEP team.

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

CAA MATHEMATICS

Matthew's overall score for 2016 is:
565 | Level 3—Alternate



Matthew showed **understanding** of core concepts in mathematics, such as solving addition, subtraction of decimals and division with whole numbers. 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 other members of the IEP team.

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

**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 #: **LocID01**
 Student ID #: **1000007** Date of Birth: **04/01/2005**
 Grade: **5** Test Date: **Spring 2016**

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.

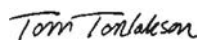
As a fifth-grader, Matthew also took a science test. His results on California's science assessment can be found on the bottom of this report.

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).

FOR THE PARENT/GUARDIAN OF:
Matthew Martin
 1234 Main Street
 Your City, CA 12345

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

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.

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 CAASPP System 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. 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?

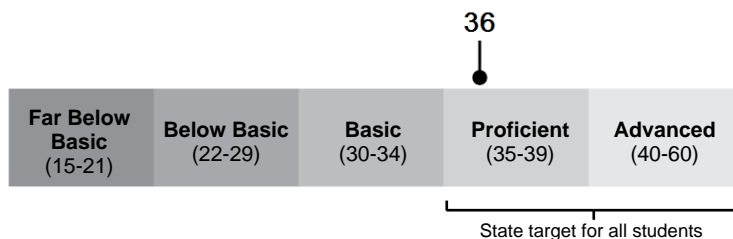
There are three levels of scores for English language arts/literacy and mathematics:

	Level 1—Alternate	Level 2—Alternate	Level 3—Alternate
CAA ENGLISH LANGUAGE ARTS/LITERACY	500-544	545-559	560-599
CAA MATHEMATICS	500-544	545-559	560-599

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.

California is transitioning to recently adopted science standards to meet both state and federal test requirements. As part of California's transition to these new standards, tests aligned to the new standards are under development and will be administered beginning in the spring of 2017.



BELLA'S RESULTS ON THE California Alternate Assessments (CAAs)

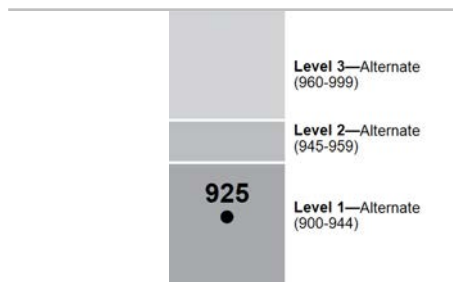
The new California Alternate Assessments are based on alternate achievement standards and give students the opportunity to demonstrate their learning by taking a test commensurate with their abilities. Working with a teacher, Bella was encouraged to complete items as independently as possible. Bella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

These results are one measure of Bella'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 Programs (IEPs) goals, assignments, and teacher conferences—and they can be used to help inform a conversation with Bella's teachers about how to help her progress in English language arts/literacy (ELA) and mathematics.

CAA ENGLISH LANGUAGE ARTS/LITERACY

Bella's overall score for 2016 is:

925 | Level 1—Alternate



11TH GRADE**

Bella showed **limited understanding** of core concepts in English language arts/literacy, such as identifying the elements of a story's plot. 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>.

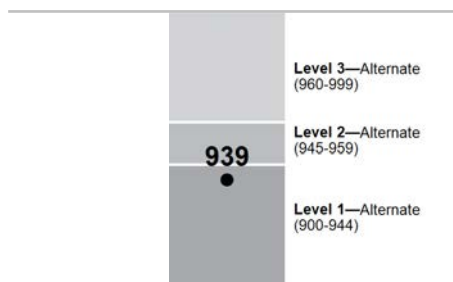
We encourage you to review the results of this assessment with your child's teacher and other members of the IEP team.

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

CAA MATHEMATICS

Bella's overall score for 2016 is:

939 | Level 1—Alternate



11TH GRADE**

Bella showed **limited understanding** of core concepts in mathematics, such as making predictions based on a given model. 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 other members of the IEP team.

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

**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 Bella's California Assessment of Student Performance and Progress (CAASPP) Score Report

CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

Local ID #: **LocID01**
Student ID #: **1000019** Date of Birth: **04/01/1999**
Grade: **11** Test Date: **Spring 2016**

Dear Parent/Guardian of Bella Mitchell:

This report shows how Bella 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.

While tests are just one way to measure Bella'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 Bella's teacher(s).

FOR THE PARENT/GUARDIAN OF:
Bella Mitchell
1234 Main Street
Your City, CA 12345

School: **California High School**
LEA: **California Unified**

Sincerely,



Tom Torlakson,
State Superintendent of Public Instruction



Statewide Assessments: One Measure of Bella'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.

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 CAASPP System 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. 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	900-944	945-959	960-999
CAA MATHEMATICS	900-944	945-959	960-999



Using Assessment to Help Students Learn

Local ID #: LocID01
Student ID #: 1000176
Grade: 10
Date of Birth: 04/01/2000
Test Date: Spring 2016

FOR THE PARENT/GUARDIAN OF:
Austin Russell
1234 Main Street
Your City, CA 12345

School: California High School
LEA: California Unified

Dear Parent/Guardian of Austin Russell:

This report shows Austin's scores on the California Alternate Performance Assessment (CAPA) for science.

Next year, Austin will be taking California Alternate Assessments (CAAs) for English language arts/literacy and mathematics. These online assessments are based on alternate achievement standards to give your child the opportunity to demonstrate learning by taking a test commensurate with his abilities.

While tests are just one way to measure Austin'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 Austin's teacher(s).

Sincerely,

Tom Torlakson

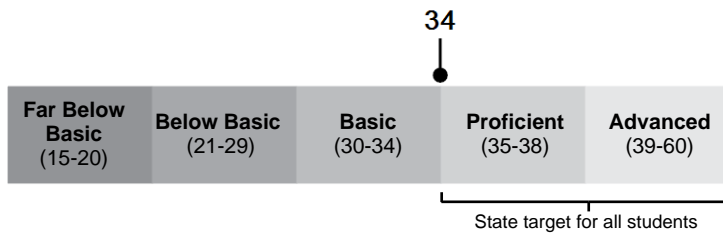
Tom Torlakson,
State Superintendent of Public Instruction



Austin's Results on the California Alternate Performance Assessment for Grade 10 Science

SCIENCE

Austin's score is 34 - Basic



Austin's score of 34 is in the Basic level on the California Alternate Performance Assessment for science.

California is transitioning to recently adopted science standards to meet both state and federal test requirements. As part of California's transition to these new standards, tests aligned to the new standards are under development and will be administered beginning in the spring of 2017.

Next Year: A New Kind of Test for Austin

The new California Alternate Assessments (CAAs) that Austin will take next year in grade 11 are based on alternate achievement standards that give students with significant cognitive disabilities the opportunity to demonstrate their learning by taking a test commensurate with their abilities.

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.

Test results are one indicator of a student's academic performance; a single test can provide only limited information. Like any important measure of your child's performance, they should be viewed with other available information, such as classroom tests, assignments, and grades.

Assessments represent just one part of California's comprehensive plan for high-quality teaching and learning. California is phasing in more training for teachers, more resources for students, and more access to technology. These changes take time and effort. They are designed to help students succeed in the long run and achieve their dreams of college and a career. Find out more at your child's school or on the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/tg/cal/.