Dear Parent/Guardian of Juan Martinez:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests in English language arts/literacy and mathematics. These new, online assessments replaced former tests in these subject areas to provide better information and help students learn.

New assessments are part of California’s comprehensive plan for high-quality teaching and learning, which includes more challenging academic standards in English language arts/literacy and mathematics. This report shows Juan’s achievement on assessments based on California’s new rigorous college and career readiness academic standards. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) program tests in these subject areas, as the CAASPP tests assess more challenging standards.

Additionally, children in grades 5, 8, or 10 took a science test. Juan’s results on California’s science assessment can be found on the back of this report.

For a complete picture of your child’s progress, I encourage you to discuss these results with Juan’s teacher(s).

Sincerely,

Tom Torlakson,
State Superintendent of Public Instruction

Juan’s Results on California’s Assessments

ENGLISH LANGUAGE ARTS/LITERACY
Juan’s overall score is: 2508

Juan met the achievement standard and demonstrated progress toward mastery of the knowledge and skills in English language arts/literacy needed for success in future coursework.

Students from several states took a trial version of this test in spring 2014. Juan’s score from spring 2015 is above the average score of grade 5 students in last year’s trial test.

Juan’s performance on the four areas that comprise this score can be seen on the back of this report.

MATHEMATICS
Juan’s overall score is: 2279

Juan did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for success in future coursework.

Students from several states took a trial version of this test in spring 2014. Juan’s score from spring 2015 is below the average score of grade 5 students in last year’s trial test.

Juan’s performance on the three areas that comprise this score can be seen on the back of this report.

More information about Juan’s scores can be found on the back of this report.

find complete results for schools, local education agencies (LEAs), and statewide at http://www.cde.ca.gov/ta/tg/ca/ and your school accountability report card (SARC) on the CDE SARC Web page at http://www.cde.ca.gov/ta/ac/sa/ or ask for a copy of the SARC at your child’s school.
Your Guide to Juan’s California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

A New Kind of Test for Juan; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Juan took in the spring are more challenging than California’s old tests, with content that will be needed to prepare for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These more challenging tests in ELA and mathematics also have a different scoring scale. Because they are based on more rigorous academic standards, these scores cannot be compared with scores that Juan previously received on the Standardized Testing and Reporting (STAR) Program tests in ELA/literacy and mathematics.

These results are one measure of Juan’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 classroom tests, assignments, and grades—and can be used to help guide a conversation with Juan’s teacher about how to stay on track in ELA and mathematics.

In the future, California may also develop new assessments in other subjects, including, but not limited to science, history and social science aligned to state-adopted content standards to meet the changing needs of students and schools.

Juan’s Results on California’s Assessments

The following provides a further breakdown of Juan’s overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit http://www.SmarterBalanced.org/.

**ENGLISH LANGUAGE ARTS/LITERACY**

Juan’s overall score is: 2508

<table>
<thead>
<tr>
<th>AREA</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Above Standard</td>
</tr>
<tr>
<td>Demonstrating understanding of literary and non-fiction texts</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>At or Near Standard</td>
</tr>
<tr>
<td>Producing clear and purposeful writing</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>At or Near Standard</td>
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<tr>
<td>Demonstrating effective communication skills</td>
<td></td>
</tr>
<tr>
<td>Research/Inquiry</td>
<td>Below Standard</td>
</tr>
<tr>
<td>Investigating, analyzing and presenting information</td>
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**MATHEMATICS**

Juan’s overall score is: 2279

<table>
<thead>
<tr>
<th>AREA</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving &amp; Modeling/Data Analysis</td>
<td>Above Standard</td>
</tr>
<tr>
<td>Using appropriate tools and strategies to solve real world and mathematical problems</td>
<td></td>
</tr>
<tr>
<td>Concepts &amp; Procedures</td>
<td>Below Standard</td>
</tr>
<tr>
<td>Applying mathematical concepts and procedures</td>
<td></td>
</tr>
<tr>
<td>Communicating Reasoning</td>
<td>Below Standard</td>
</tr>
<tr>
<td>Demonstrating ability to support mathematical conclusions</td>
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</tbody>
</table>

Juan’s Results on California’s Science Assessment

**SCIENCE**

Juan’s score is 267 – Far Below Basic

267

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<tr>
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</thead>
<tbody>
<tr>
<td>State target for all students</td>
<td></td>
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</table>

Juan’s score of 267 is in the Far Below Basic level on California’s science assessment.

California recently adopted next generation science standards designed to improve science instruction and learning. New assessments based on these standards are being developed. Once in place, these new tests will not be comparable to the current California Science Assessments.

The bar around Juan’s score indicates the extent to which the score might have been different had the test been taken again.
Dear Parent/Guardian of Emily Johnson:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests in English language arts/literacy and mathematics. These new, online assessments replaced former tests in these subject areas to provide better information and help students learn.

New assessments are part of California’s comprehensive plan for high-quality teaching and learning, which includes more challenging academic standards in English language arts/literacy and mathematics. This report shows Emily’s achievement on assessments based on California’s new rigorous college and career readiness academic standards. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) program tests in these subject areas, as the CAASPP tests assess more challenging standards.

For a complete picture of your child’s progress, I encourage you to discuss these results with Emily’s teacher(s).

Sincerely,

Tom Torlakson,
State Superintendent of Public Instruction

Emily’s Results on California’s Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Emily’s overall score is: 2553

Emily exceeded the achievement standard and demonstrated advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for success in future coursework.

Students from several states took a trial version of this test in spring 2014. Emily’s score from spring 2015 is above the average score of grade 4 students in last year’s trial test.

Emily’s performance on the four areas that comprise this score can be seen on the back of this report.

MATHEMATICS

Emily’s overall score is: 2458

Emily nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for success in future coursework.

Students from several states took a trial version of this test in spring 2014. Emily’s score from spring 2015 is just below the average score of grade 4 students in last year’s trial test.

Emily’s performance on the three areas that comprise this score can be seen on the back of this report.

More information about Emily’s scores can be found on the back of this report.

Find complete results for schools, local education agencies (LEAs), and statewide at http://www.cde.ca.gov/ta/tg/ca/ and your School Accountability Report Card (SARC) on the CDE SARC Web page at http://www.cde.ca.gov/ta/ac/sa/ or ask for a copy of the SARC at your child’s school.
A New Kind of Test for Emily; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Emily took in the spring are more challenging than California’s old tests, with content that will be needed to prepare for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These more challenging tests in ELA and mathematics also have a different scoring scale. Because they are based on more rigorous academic standards, these scores cannot be compared with scores that Emily previously received on the Standardized Testing and Reporting (STAR) Program tests in ELA/literacy and mathematics.

These results are one measure of Emily’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 classroom tests, assignments, and grades—and can be used to help guide a conversation with Emily’s teacher about how to stay on track in ELA and mathematics.

In the future, California may also develop new assessments in other subjects, including, but not limited to science, history and social science aligned to state-adopted content standards to meet the changing needs of students and schools.

Emily’s Results on California’s Assessments

The following provides a further breakdown of Emily’s overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit http://www.SmarterBalanced.org/.

ENGLISH LANGUAGE ARTS/LITERACY
Emily’s overall score is: 2553

<table>
<thead>
<tr>
<th>AREA</th>
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</tr>
<tr>
<td>Listening</td>
<td>Below Standard</td>
</tr>
<tr>
<td>Demonstrating effective communication skills</td>
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MATHEMATICS
Emily’s overall score is: 2458

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A Comprehensive Plan for Student Success

These new assessments are just one part of California’s comprehensive plan for high-quality teaching and learning. The plan also includes higher academic standards, more decision-making in the hands of schools and communities, and more resources dedicated to schools and students with the greatest needs.

Gradually, California is providing more support for teachers, more resources for students and more access to technology. As a result, exciting changes have begun to take place. Along with reading to follow a story, students are learning to read to cite evidence and draw logical conclusions. They are learning to use math to solve real-world problems rather than merely pick out the right multiple-choice answer.

Making these changes will take time and effort, but 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 online at http://www.cde.ca.gov/.
Dear Parent/Guardian of Chen Guan-Yu:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests in English language arts/literacy and mathematics. These new, online assessments replaced former tests in these subject areas to provide better information and help students learn.

New assessments are part of California's comprehensive plan for high-quality teaching and learning, which includes more challenging academic standards in English language arts/literacy and mathematics. This report shows Chen's achievement on assessments based on California's new rigorous college and career readiness academic standards. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) program tests in these subject areas, as the CAASPP tests assess more challenging standards.

For a complete picture of your child's progress, I encourage you to discuss these results with Chen's teacher(s).

Sincerely,

Tom Torlakson,
State Superintendent of Public Instruction

LOCAL ID #: 9999999999
STUDENT #: 9999999999
GRADE: 11
DATE OF BIRTH: 04/01/1999
TEST DATE: Spring 2015

FOR THE PARENT/GUARDIAN OF:
CHEN GUAN-YU
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California High School
LEA: California Unified

Chen's Results on California's Assessments

**ENGLISH LANGUAGE ARTS/LITERACY**

Chen's overall score is: **2602**

Chen met the achievement standard and demonstrated progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

Students from several states took a trial version of this test in spring 2014. Chen's score from spring 2015 is above the average score of grade eleven students in last year's trial test.

Chen's performance on the four areas that comprise this score can be seen on the back of this report.

**MATHEMATICS**

Chen's overall score is: **2458**

Chen did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.

Students from several states took a trial version of this test in spring 2014. Chen's score from spring 2015 is below the average score of grade eleven students in last year's trial test.

Chen's performance on the three areas that comprise this score can be seen on the back of this report.

More information about Chen's scores can be found on the back of this report.
A New Kind of Test for Chen; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Chen took in the spring are more challenging than California’s old tests, with content that will be needed to prepare for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These more challenging tests in ELA and mathematics also have a different scoring scale. Because they are based on more rigorous academic standards, these scores cannot be compared with scores that Chen previously received on the Standardized Testing and Reporting (STAR) Program tests in ELA/literacy and mathematics.

These results are one measure of Chen’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 classroom tests, assignments, and grades—and can be used to help guide a conversation with Chen’s teacher about how to stay on track in ELA and mathematics.

In the future, California may also develop new assessments in other subjects, including, but not limited to science, history and social science aligned to state-adopted content standards to meet the changing needs of students and schools.

Chen’s Results on California’s Assessments

The following provides a further breakdown of Chen’s overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit http://www.SmarterBalanced.org/.

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</thead>
<tbody>
<tr>
<td>Chen’s overall score is: 2602</td>
<td>Chen’s overall score is: 2458</td>
</tr>
<tr>
<td><strong>Writing</strong>&lt;br&gt;Producing clear and purposeful writing</td>
<td><strong>Communicating Reasoning</strong>&lt;br&gt;Demonstrating ability to support mathematical conclusions</td>
</tr>
<tr>
<td>Above Standard</td>
<td>Below Standard</td>
</tr>
<tr>
<td><strong>Reading</strong>&lt;br&gt;Demonstrating understanding of literary and non-fiction texts</td>
<td><strong>Problem Solving &amp; Modeling/Data Analysis</strong>&lt;br&gt;Using appropriate tools and strategies to solve real world and mathematical problems</td>
</tr>
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<td>At or Near Standard</td>
<td>Above Standard</td>
</tr>
<tr>
<td><strong>Research/Inquiry</strong>&lt;br&gt;Investigating, analyzing and presenting information</td>
<td><strong>Concepts &amp; Procedures</strong>&lt;br&gt;Applying mathematical concepts and procedures</td>
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<tr>
<td>Below Standard</td>
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Grade 11 – Early Assessment Program Status

The CAASPP achievement standards on the front of this report provide an early indicator for a grade eleven student’s readiness for college-level coursework. Review the information at http://CSUSuccess.org/ to see how this information can help avoid the need for additional testing upon entering a California State University or California Community College.

**Standard Exceeded** (LEVEL 4): Ready for English and/or Mathematics college-level coursework

**Standard Met** (LEVEL 3): Conditionally Ready for English and/or Mathematics college-level coursework

**Standard Nearly Met** (LEVEL 2): Not yet demonstrating readiness for English and/or Mathematics college-level coursework

**Standard Not Met** (LEVEL 1): Not demonstrating readiness for English and/or Mathematics college-level coursework