



California Assessment of Student Performance and Progress (CAASPP)

Starting Points: Understanding and Communicating Baseline Scores

September 2, 2015



TOM TORLAKSON
State Superintendent
of Public Instruction

Today's Agenda

1. Review details about how results will be reported to parents and the public.
2. Provide an overview of the new CAASPP Web site the public will access for statewide, county, district and school results.
3. Review new student score reports and online parent guides available to improve understanding of baseline scores.



TOM TORLAKSON
State Superintendent
of Public Instruction

We've said it before, and we'll say it again...

California's new standards and tests are challenging for schools to teach and students to learn.

Patience is required. This year is just a starting point. Parents, teachers and schools should consider this year's results a baseline for future progress.

A test score is just one part of a larger picture. An academic check-up, tests are just one of many tools to gauge what students know.



TOM TORLAKSON
State Superintendent
of Public Instruction

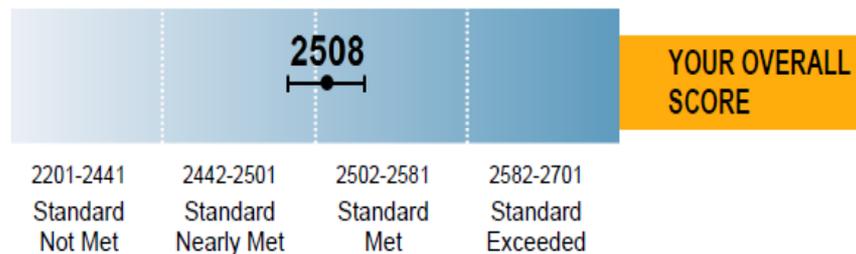
Understanding Baseline CAASPP Scores

Overall scores: Each student will receive an overall score for English language arts/literacy (ELA) and mathematics, expressed as a number between 2000 and 3000.

Achievement levels: Each overall score falls into one of four achievement levels: standard not met, standard nearly met, standard met, and standard exceeded.

ENGLISH LANGUAGE ARTS/LITERACY

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



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

Juan's performance on the four area that comprise this overall score can be seen on the back of this report.

Scale Score Ranges for Mathematics

Mathematics Scale Score Ranges

Grade	Min Scale Score	Max Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2189	2621	2189–2380	2381–2435	2436–2500	2501–2621
4	2204	2659	2204–2410	2411–2484	2485–2548	2549–2659
5	2219	2700	2219–2454	2455–2527	2528–2578	2579–2700
6	2235	2748	2235–2472	2473–2551	2552–2609	2610–2748
7	2250	2778	2250–2483	2484–2566	2567–2634	2635–2778
8	2265	2802	2265–2503	2504–2585	2586–2652	2653–2802
11	2280	2862	2280–2542	2543–2627	2628–2717	2718–2862

ELA and Mathematics Scale Score Ranges are located at <http://www.cde.ca.gov/ta/tg/ca/sbscalerange.asp>



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Claim Results: A Deeper Look

Within English Language Arts/Literacy:



Reading



Writing

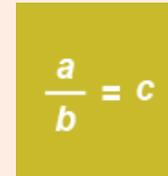


Speaking and
Listening



Research/
Inquiry

Within Mathematics:



Concepts &
Procedures



Problem
Solving & Data
Analysis



Communicating
Reasoning

ELA Claim Descriptions

English Language Arts/Literacy

Area (Claim) Descriptors	Above Standard	At or Near Standard	Below Standard
Reading Demonstrating understanding of literary and non-fictional texts	The student demonstrates a thorough ability to read closely and analytically to comprehend a range of literary and informational texts of high complexity.	The student demonstrates some ability to read closely and analytically to comprehend a range of literary and informational texts of moderate complexity.	The student does not demonstrate an ability to read closely and analytically to comprehend literary and informational texts of moderate complexity.
Writing Producing clear and purposeful writing	The student demonstrates a thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.	The student demonstrates some ability to produce effective and well-grounded writing for a range of purposes and audiences.	The student does not demonstrate an ability to produce effective and well-grounded writing for a range of purposes and audiences.
Speaking and Listening Demonstrating effective communication skills	The student demonstrates thorough ability to deliver information orally for a variety of purposes and audiences, and to critically interpret and use information delivered orally .	The student demonstrates some ability to deliver information orally for a variety of purposes and audiences, and to accurately interpret and use information delivered orally .	The student does not demonstrate the ability to deliver information orally for a variety of purposes or to accurately interpret and use information delivered orally .
Research/Inquiry Investigating, analyzing, and presenting information	The student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic .	The student demonstrates some ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.	The student does not demonstrate the ability to use research/inquiry methods to explore or produce an explanation of a topic . The student does not demonstrate the ability to analyze or integrate information through research or inquiry.

Mathematics Claim Descriptions

Mathematics

Area (Claim) Descriptors	Above Standard	At or Near Standard	Below Standard
<p>Concepts and Procedures Applying mathematical concepts and procedures</p>	<p>The student demonstrates a thorough ability to consistently explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.</p>	<p>The student demonstrates some ability to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.</p>	<p>The student does not demonstrate the ability to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.</p>
<p>Problem Solving/Modeling and Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems</p>	<p>The student demonstrates the thorough ability to consistently solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student demonstrates the ability to consistently analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.</p>	<p>The student demonstrates some ability to solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student demonstrates some ability to analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.</p>	<p>The student does not demonstrate the ability to solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student does not demonstrate the ability to analyze complex, real-world scenarios and construct and use mathematical models to interpret and solve problems.</p>
<p>Communicating Reasoning Demonstrating ability to support mathematical conclusions</p>	<p>The student demonstrates the thorough ability to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p>	<p>The student demonstrates some ability to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p>	<p>The student does not demonstrate the ability to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p>



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of Public Instruction

Tools for Understanding Baseline Assessment Results

- **Public Web site:** Statewide, county, district and school results.
- **Individual Student Score Reports:** Mailed to parents and guardians.
- **Parent Guides:** Comprehensive online guidance by grade and subject.

CAASPP Baseline Results Web Site



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A screenshot of the CAASPP 2015 Test Results website. The header includes the CAASPP logo and the text "2015 Test Results for English Language Arts/Literacy and Mathematics". A navigation bar contains links for "Online Test Results", "Online Research Files", "Paper-based Test Results", "About CAASPP", and "Contact". The main content area features a photograph of a man (Tom Torlakson) sitting on a red chair, reading a book to a group of children in a library. To the right of the photo is a search box with the text "Search Test Results for a county, district, or school, or for California statewide results." and a green button labeled "Search Test Results". Below the photo is a quote: "Welcome to the California Assessment of Student Performance and Progress (CAASPP), our state's new academic check-up for students in grades 3-8 and grade 11."

- Complete statewide, county, district and school baseline results.
- Drop-down search functions.
- Common graphics and result displays for ease of use.

CAASPP results are located on the CDE Web page at
<http://caaspp.cde.ca.gov/>.

Using Drop-Down Search to Access Results

Search Test Results

View California Statewide Test Results or select a county, district, or school to view test results. You can also search by keyword to help you find what you're looking for.

California Statewide Test Results

[View Statewide Results](#)



County, District, or School Search Test Results

County:

Demo

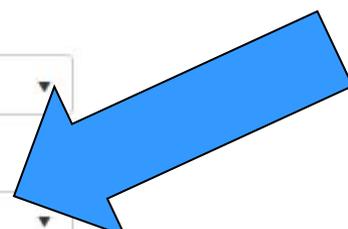
District (includes [Direct Funded Charter Schools](#)):

Demo District

School:

Select School...

[View Results](#)



Important Note

Test results for individual students are available only to parents/guardians and may be obtained only from the schools and districts where students were tested. Individual student results are not available on the Internet nor from the California Department of Education.

If you'd like more information about your child's individual student report and what it means, please see [Understanding CAASPP Reports](#).

Using Drop-Down Search to Access Results

County, District, or School Search Test Results

County:

District (includes [Direct Funded Charter Schools](#)):

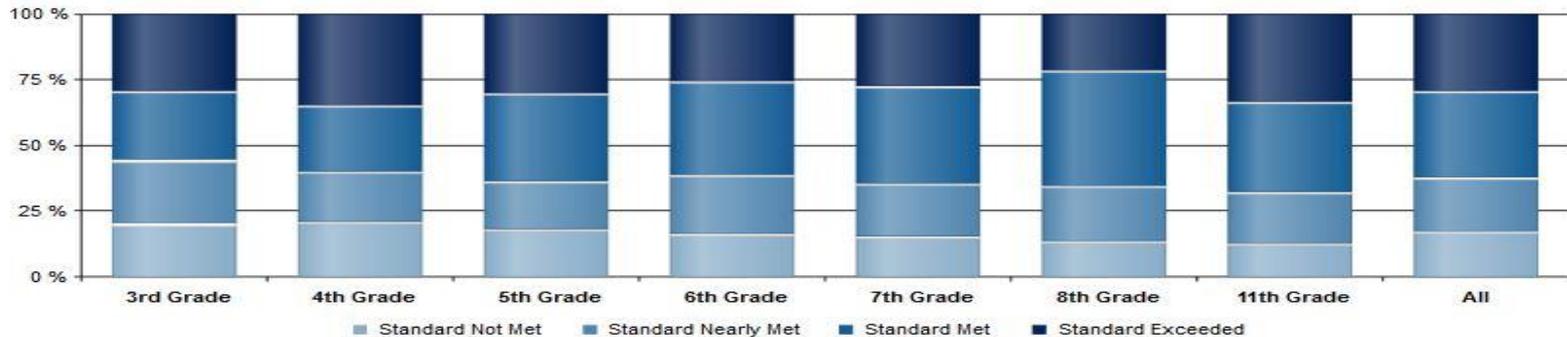
School:

- Final School
- Test Charter
- Demo High
- Demo Science and Technology
- Demo Montessori

Overall Results: Both Graphics and Tables

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

▼ All Students

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	711	739	778	547	607	538	687	4,607
Number of Students Tested	679	736	714	539	593	511	611	4,383
Percent of Enrolled Students Tested	95.5 %	99.6 %	91.8 %	98.5 %	97.7 %	95.0 %	88.9 %	95.1 %
Number of Students With Scores	679	736	714	539	593	511	610	4,382
Mean Scale Score	2439.0	2492.2	2529.9	2552.2	2584.0	2594.4	2625.5	N/A
Standard Exceeded	30 %	36 %	31 %	26 %	28 %	22 %	34 %	30 %
Standard Met	26 %	25 %	34 %	36 %	37 %	44 %	34 %	33 %
Standard Nearly Met	24 %	19 %	18 %	22 %	20 %	21 %	19 %	20 %
Standard Not Met	20 %	21 %	18 %	16 %	15 %	13 %	12 %	17 %

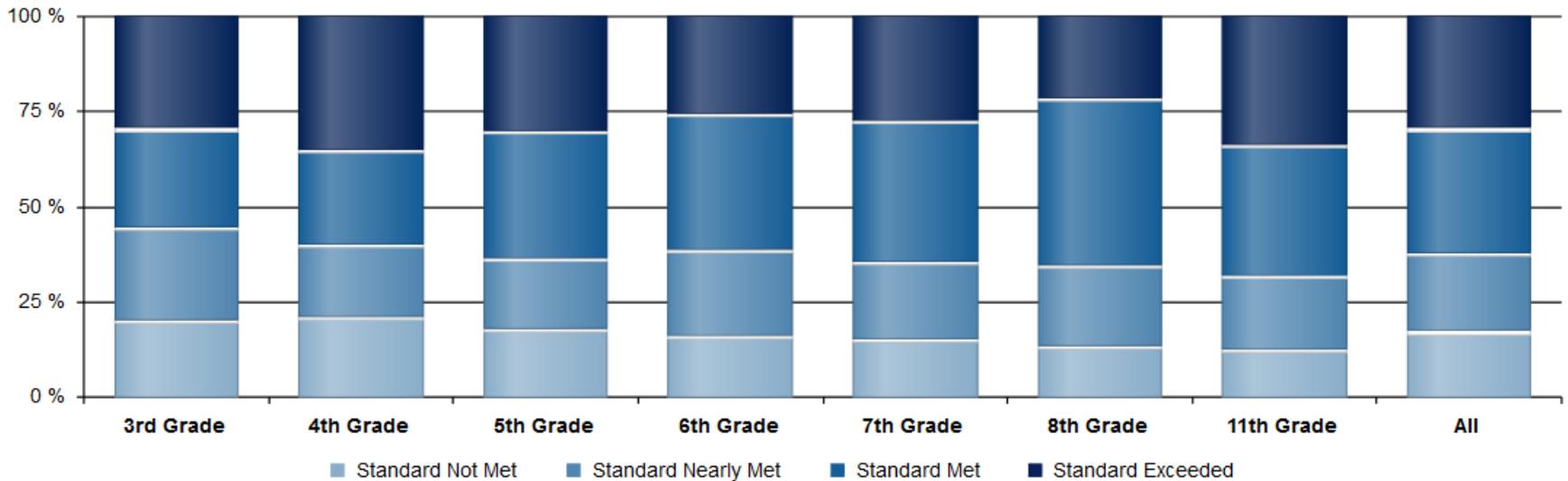
[English Language Arts/Literacy Scale Score Ranges](#)

Note: Simulated data were used to generate this graphic and table.

Overall Results: Graphics

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Note: Simulated data were used to generate this graphic.

Overall Results: Tables

▼ All Students

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	711	739	778	547	607	538	687	4,607
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Percent of Enrolled Students Tested	95.5 %	99.6 %	91.8 %	98.5 %	97.7 %	95.0 %	88.9 %	95.1 %
Number of Students With Scores	679	736	714	539	593	511	610	4,382
Mean Scale Score	2439.0	2492.2	2529.9	2552.2	2584.0	2594.4	2625.5	N/A
 Standard Exceeded	30 %	36 %	31 %	26 %	28 %	22 %	34 %	30 %
 Standard Met	26 %	25 %	34 %	36 %	37 %	44 %	34 %	33 %
 Standard Nearly Met	24 %	19 %	18 %	22 %	20 %	21 %	19 %	20 %
 Standard Not Met	20 %	21 %	18 %	16 %	15 %	13 %	12 %	17 %

[English Language Arts/Literacy Scale Score Ranges](#)

Note: Simulated data were used to generate this table.

Claim Results: A Deeper Look

Areas

Reading: Demonstrating understanding of literary and non-fictional texts

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	34 %	37 %	36 %	30 %	31 %	35 %	40 %	35 %
At or Near Standard	47 %	49 %	43 %	52 %	50 %	48 %	44 %	48 %
Below Standard	19 %	14 %	22 %	18 %	19 %	17 %	16 %	18 %

Writing: Producing clear and purposeful writing

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	29 %	35 %	38 %	31 %	37 %	32 %	44 %	35 %
At or Near Standard	52 %	52 %	44 %	52 %	48 %	49 %	41 %	49 %
Below Standard	18 %	13 %	17 %	17 %	15 %	19 %	15 %	16 %

Listening: Demonstrating effective communication skills

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	28 %	30 %	22 %	24 %	22 %	22 %	28 %	25 %
At or Near Standard	63 %	63 %	64 %	68 %	67 %	66 %	56 %	64 %
Below Standard	9 %	7 %	14 %	8 %	12 %	12 %	16 %	11 %

Research/Inquiry: Investigating, analyzing, and presenting information

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	28 %	33 %	43 %	36 %	31 %	35 %	38 %	35 %
At or Near Standard	56 %	54 %	51 %	56 %	56 %	51 %	50 %	54 %
Below Standard	16 %	11 %	6 %	8 %	13 %	13 %	12 %	11 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Note: Simulated data were used to generate this table.

Claim Results: A Deeper Look

Areas

Reading: Demonstrating understanding of literary and non-fictional texts

	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>	<u>6th Grade</u>
 Above Standard	34 %	37 %	36 %	30 %
At or Near Standard	47 %	49 %	43 %	52 %
Below Standard	19 %	14 %	22 %	18 %

Writing: Producing clear and purposeful writing

	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>	<u>6th Grade</u>
 Above Standard	29 %	35 %	38 %	31 %
At or Near Standard	52 %	52 %	44 %	52 %
Below Standard	18 %	13 %	17 %	17 %

Note: Simulated data were used to generate this table.

Using Drop-Down Menus to Access Student Group Results



2015 Test Results for English Language Arts/Literacy and Mathematics



Home **Test Results** Research Files Science/STS Test Results About CAASPP Contact

Test Results for:

Demo LEA

CDS Code 00-11111-0000000

Demo District

Demo County

[Edit Search Criteria](#)

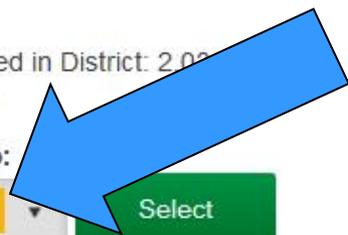
Total Number of Students Enrolled in Grades Tested in District: 2,029

Total Number of Students Tested in District: 2,029

Select to Review Results by Group/Subgroup:

All Students (Default)

Select



Print Test Results

Export Report

[Export these test results as a Research File](#) for more complex analyses and customized reporting of the data.

Using Drop-Down Menus to Access Student Group Results

CDS Code 00-11111-0000000

Demo District

Demo County

[Edit Search Criteria](#)

Total Number of Students Enrolled in Grades Tested in
Total Number of Students Tested in District: 2,029

Select to Review Results by Group/Subgroup:

All Students (Default) ▼

All Students (Default)

Disability Status

Economic Status

English-Language Fluency

Ethnicity

Ethnicity for Economically Disadvantaged

Ethnicity for Not Economically Disadvantaged

Gender

Parent Education

Migrant

Student Group Reports: Overall and Claim-Level Results

MATHEMATICS

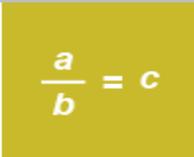
Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	356	346	300	290	374	368	N/A	2,034
Number of Students Tested	179	179	139	143	181	177	N/A	998
Percent of Enrolled Students Tested	50.3 %	51.7 %	46.3 %	49.3 %	48.4 %	48.1 %	N/A	49.1 %
Number of Students With Scores	179	179	139	143	181	177	N/A	998
Mean Scale Score	2360.7	2414.0	2448.3	2462.2	2462.6	2486.7	N/A	N/A
 Standard Exceeded	2 %	4 %	7 %	3 %	1 %	3 %	N/A	3 %
 Standard Met	16 %	9 %	9 %	11 %	13 %	10 %	N/A	11 %
 Standard Nearly Met	20 %	40 %	25 %	32 %	29 %	31 %	N/A	29 %
 Standard Not Met	62 %	47 %	59 %	53 %	57 %	56 %	N/A	56 %

[Mathematics Scale Score Ranges](#)

Areas

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Above Standard	6 %	4 %	9 %	8 %	3 %	7 %	N/A	6 %
	At or Near Standard	24 %	28 %	23 %	30 %	29 %	33 %	N/A	28 %
	Below Standard	70 %	68 %	68 %	62 %	67 %	60 %	N/A	66 %

Note: Simulated data were used to generate this table.



TOM TORLAKSON
State Superintendent
of Public Instruction

Individual Student Score Reports

Dynamic report: Text changes based on grade and student performance

Performance within one of four levels:

- Standard exceeded
- Standard met
- Standard nearly met
- Standard not met

The image shows a sample CAASPP Student Score Report for a student named Juan Martinez. The report is titled "STUDENT SCORE REPORT" and includes the CAASPP logo and the text "California Assessment of Student Performance and Progress". It features a header with the slogan "Using Assessments to Help Students Learn". The report provides personal information for the student, including local ID, student ID, date of birth, grade, and test date. It also lists the parent/guardian's name and address, the school, and the local education agency (LEA). A message from the State Superintendent of Public Instruction, Tom Torlakson, is included, encouraging parents to discuss the results with the student's teachers. The report then displays the student's results on California's Assessments, specifically for English Language Arts/Literacy and Mathematics. For English Language Arts/Literacy, Juan's overall score is 2508, which is categorized as "Standard Exceeded". For Mathematics, Juan's overall score is 2279, which is categorized as "Standard Not Met". Each score is accompanied by a bar chart showing the score relative to the achievement standards. The report concludes with a note that the bar around a score indicates the extent to which the score might have been different had the test been taken again, and provides more information about Juan's scores on the back of this report.

STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID #: 999999999
STUDENT #: 999999999
GRADE: 5

DATE OF BIRTH: 04/01/2005
TEST DATE: Spring 2015

FOR THE PARENT/GUARDIAN OF:
JUAN MARTINEZ
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California Middle School
LEA: California Unified

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 replace former tests in these subject areas to provide better information and help students learn.
New assessments are part of California's comprehensive plan for supporting high-quality teaching and learning, which includes more challenging academic standards in English language arts/literacy and mathematics designed to foster college and career readiness. This report shows Juan's achievement on these new tests. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) program tests in these subject areas. Because this is the first year that all California students in grades 2-5 and 11 are taking these new tests, Juan's overall scores may be viewed as a basis from which to compare his performance in future years.
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 teachers.
Sincerely,
Tom Torlakson
Tom Torlakson,
State Superintendent of Public Instruction

Juan's Results on California's Assessments

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

2001-2441 Standard Not Met	2442-2501 Standard Nearly Met	2502-2581 Standard Met	2582-2701 Standard Exceeded
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YOUR OVERALL SCORE

Juan met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework.
Juan's performance on the four areas that comprise this overall score can be seen on the back of this report.

MATHEMATICS
Juan's overall score is: **2279**

2219-2454 Standard Not Met	2455-2527 Standard Nearly Met	2528-2578 Standard Met	2579-2700 Standard Exceeded
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YOUR OVERALL SCORE

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

— The bar around a score indicates the extent to which the score might have been different had the test been taken again.

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

To learn more about these tests, visit the CAASPP Cumulative Assessments Web page at <http://www.cde.ca.gov/ta/tg/ca/documents/caaspp15scorerpt.pdf>. Print 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/sarc/> or ask for a copy of the SARC at your child's school.

Review full sample student score reports at
<http://www.cde.ca.gov/ta/tg/ca/documents/caaspp15scorerpt.pdf>

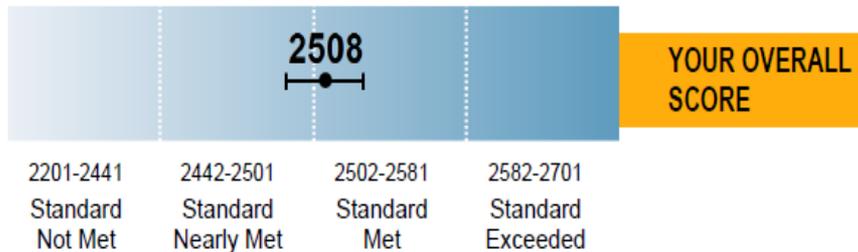


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State Superintendent
of Public Instruction

Overall Scores at a Glance

ENGLISH LANGUAGE ARTS/LITERACY

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



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

Juan's performance on the four area that comprise this overall score can be seen on the back of this report.

- Straightforward, easy to read descriptions
- Results comparable across schools, districts and states
- Dynamic text based on student performance
- Bar shows range of likely performance

Find more information about achievement levels at

<http://www.cde.ca.gov/ta/tg/sa/index.asp>.



TOM TORLAKSON
State Superintendent
of Public Instruction

Claim-Level Results: Demonstrating Specific Skills

Reports
performance
within one of
three levels:

- Above Standard
- At or Near Standard
- Below Standard

ENGLISH LANGUAGE ARTS/LITERACY

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

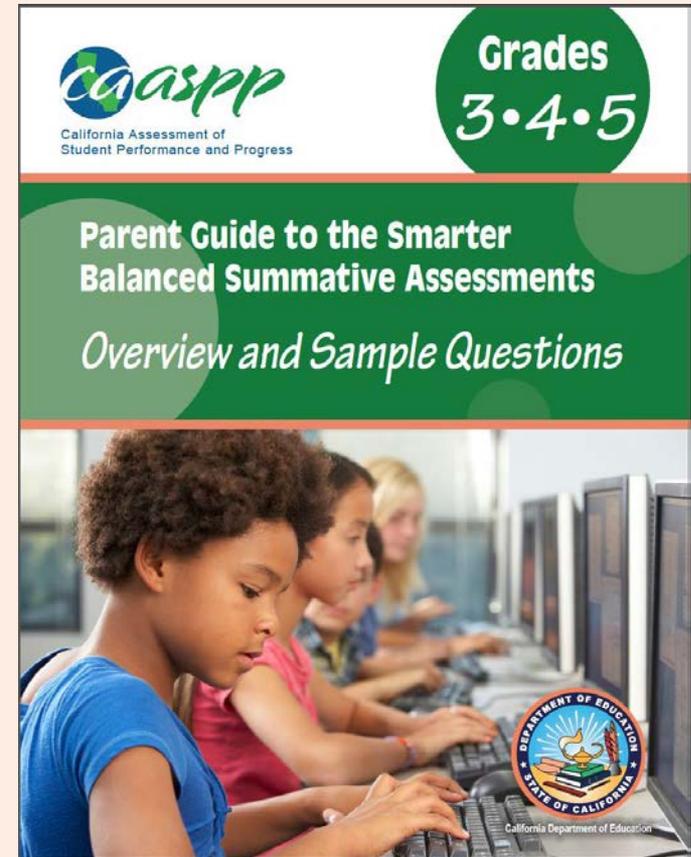
AREA	PERFORMANCE
Reading <i>Demonstrating understanding of literary and non-fiction texts</i>	Above Standard
Writing <i>Producing clear and purposeful writing</i>	Above Standard
Listening <i>Demonstrating effective communication skills</i>	At or Near Standard
Research/Inquiry <i>Investigating, analyzing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



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State Superintendent
of Public Instruction

CAASPP Parent Guides: A comprehensive online resource

- Subject by subject, grade by grade sample questions.
- Sample items explain academic standards being addressed.
- Examples note the kinds of questions students must answer correctly to reach each achievement level.



The Parent Guides will be posted on the CDE CAASPP Web page at <http://www.cde.ca.gov/ta/tg/ca/index.asp?tabsection=3#ssr>.

Parent Guide: Sample Grade 5 Mathematics Question

Grade

California Assessment of Student Performance and Progress

5

Mathematics

Sample Test Items

Grade Five Sample Test Item—Communicating Reasoning Achievement Level: Standard Nearly Met

The art teacher gives stickers to the 96 students in her classes. She has 264 stickers to give out. She gives out one sticker at a time to each of her students until the stickers are all gone. How many students get more than 2 stickers?

- (A) 36
- (B) 72
- (C) 82
- (D) 96

Grade Five

Area

Communicating Reasoning

Demonstrating ability to support mathematical conclusions

Standard(s)

Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Parent Guide: Sample Grade 3 Mathematics Question

California Assessment of Student Performance and Progress

Grades

Sample Test Items

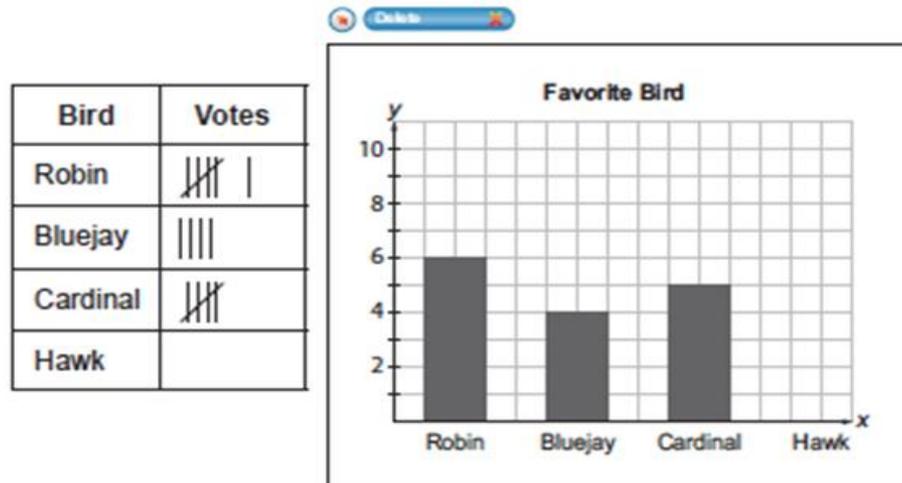
Mathematics

3•4•5

Grade Three Sample Test Item—Problem Solving & Modeling/Data Analysis Achievement Level: Standard Met

Grade Three

Mr. Lowe asked his students to vote for their favorite bird. A total of 22 students voted.



Click above Hawk on the graph to show the number of students who chose it as their favorite bird.

Area

Problem Solving & Modeling/Data Analysis

Using appropriate tools and strategies to solve real world and mathematical problems

Standard(s)

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented scaled bar graphs.



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State Superintendent
of Public Instruction

For Further Information

California Department of Education's Newsroom

<http://www.cde.ca.gov/nr/>

California Department of Education's CAASPP

<http://www.cde.ca.gov/ta/tg/ca/>

Frequently Asked Questions about CAASPP

<http://www.cde.ca.gov/ta/tg/sa/sbcommonqa.asp>

Parent Guides and Other Resources

<http://www.cde.ca.gov/ta/tg/ca/>

Sample Student Score Reports

<http://www.cde.ca.gov/ta/tg/ca/caaspp15rpttalkpts.asp>