



California Department of Education  
**CALIFORNIA ELEMENTARY SCHOOL  
CALIFORNIA SCHOOL DISTRICT**

**SSID: 9999999995**  
**School Year: 2024–25**  
**Grade: 5**

FOR THE FAMILY OF:  
**JENNY M. LASTNAME**  
1234 MAIN ST UNIT 1234  
YOUR CITY, CA 12345


### What is the CAASPP?

The California Assessment of Student Performance and Progress (CAASPP) consists of assessments aligned with the state standards that outline the expectations for what students know and can do. Students in grades three through eight and eleven take the English language arts/literacy (ELA) and mathematics assessments. Students take the California Science Test (CAST) in grades five and eight, and once in high school. With each assessment, students are expected to write clearly, think critically, and solve problems.

If you have any questions about the assessments or your child's results, you may contact your child's teacher for more information.




### What do the scores mean?

Students receive an overall score and an achievement level. There are four different achievement levels:

-  Level 4: Standard Exceeded
-  Level 3: Standard Met
-  Level 2: Standard Nearly Met
-  Level 1: Standard Not Met

The goal for all students is to reach the Standard Met or Standard Exceeded level, which means they met the expectations for their grade level.

There are performance areas for each assessment, which are reported as one of three levels:

-  Above Standard
-  Near Standard
-  Below Standard

These results provide a measure of where students are excelling and where they can improve. Assessment results are only one measure and should be combined with other information to better understand student achievement.



For more information about these tests—including sample test questions—visit <https://CA.StartingSmarter.org/>.



## Smarter Balanced for English Language Arts/Literacy

### Jenny's Overall ELA Score

Jenny's score of 2541 met the grade five standard.

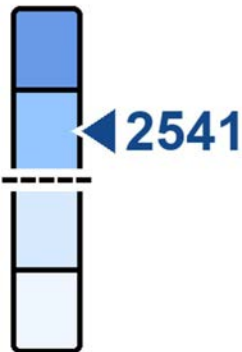
**Level**

**3**

Standard  
Met

Meets  
Standard

Does Not  
Meet  
Standard



The score range for grade five is 2200–2730.  
A score of 2502 or higher meets the grade five standard.

### Jenny's Score History

Jenny's score increased from last year,  
enough to reach a higher level.

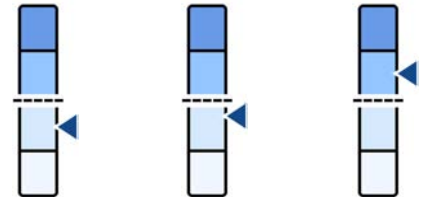
Grade	Grade 3	Grade 4	Grade 5
Score	2400	2460	<b>2541</b>
Level	Level 2	Level 2	<b>Level 3</b>

Level 4

Level 3

Level 2

Level 1



Standards for the next grade are higher than for  
the previous grade. As a result, students may  
need a higher score to stay in the same level as  
the previous year.

### Jenny's Performance Areas



#### Reading and Listening

How well did Jenny understand written and  
spoken information?

 **Near Standard**



#### Writing and Research

How well did Jenny use research skills and  
communicate in writing?

 **Above Standard**



## Smarter Balanced for Mathematics

### Jenny's Overall Mathematics Score

Jenny's score of 2470 nearly met the grade five standard.

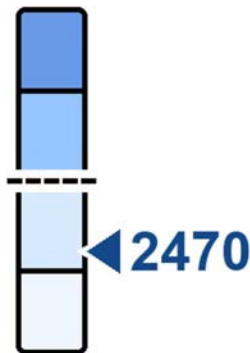
**Level**

**2**

Standard  
Nearly Met

Meets  
Standard

Does Not  
Meet  
Standard



The score range for grade five is 2220–2740.  
A score of 2528 or higher meets the grade five  
standard.

### Jenny's Score History

Jenny's score increased from last year, but  
not enough to reach a higher level.

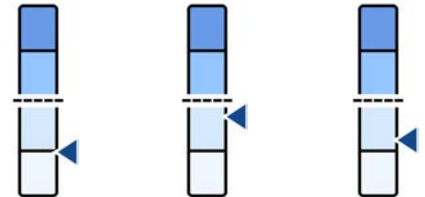
Grade	Grade 3	Grade 4	Grade 5
Score	2380	2467	2470
Level	Level 1	Level 2	Level 2

Level 4

Level 3

Level 2

Level 1



Standards for the next grade are higher than for  
the previous grade. As a result, students may  
need a higher score to stay in the same level as  
the previous year.

### Jenny's Performance Areas



#### Concepts and Procedures

How well did Jenny apply mathematical  
concepts and procedures to solve  
problems?



**Below Standard**



#### Mathematical Practices

How well did Jenny apply strategies to  
solve complex problems and explain the  
reasoning for the solution?



**Near Standard**



## Jenny's Essay Performance

Jenny was assigned a narrative essay as part of the test. Jenny's essay is scored in three categories and provides additional information about Jenny's writing. For more information, review the Understanding the Smarter Balanced Writing Extended Response Question document at <https://CA.StartingSmarter.org/WER/>.

### Organization/Purpose



Did the writing tell a complete story with a setting, character(s), and a clear sequence of events?

3 out of 4

### Development/Elaboration



Were the experiences, characters, setting, and events clearly developed in the story? Did the writing make use of effective vocabulary, figurative language, and style?

3 out of 4

### Conventions



Did the writing include correct sentence formation, punctuation, spelling, capitalization, and grammar?

1 out of 2

## Jenny's Lexile® and Quantile® Measures

Lexile and Quantile measures are reported from the Smarter Balanced for ELA and Smarter Balanced for Mathematics assessments. Lexile measures show the level of text your child can read and understand independently. Quantile measures identify the mathematic skills and concepts your child is ready to learn next. To learn more about these measures and to access Lexile and Quantile resources to support learning, visit <https://Hub.Lexile.com/Family/>.

 **980L**

 **745Q**

## How Jenny's Scores Compare

Smarter Balanced for ELA		
Your Child's Score	School Average	State Average
2541	2530	2491

Smarter Balanced for Mathematics		
Your Child's Score	School Average	State Average
2470	2577	2576



## California Science Test

### Jenny's Overall Science Score

Jenny's score of 220 met the grade five standard.

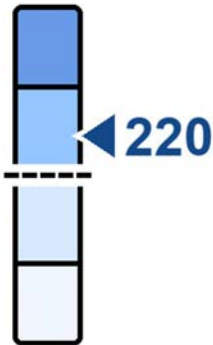
**Level**

**3**

Standard  
Met

Meets  
Standard

Does Not  
Meet  
Standard



The score range for grade five is 150–250. A score of 214 or higher meets the grade five standard.

### How Jenny's Score Compares

Your Child's Score	School Average	State Average
220	209	187

### Jenny's Performance Areas



#### Earth and Space Sciences

How much did your child learn about Earth's place in the universe, Earth's systems, and Earth and human activity?



**Near  
Standard**



#### Life Sciences

How much did your child learn about living things, ecosystems, heredity, and biological evolution?



**Above  
Standard**



#### Physical Sciences

How much did your child learn about matter and its interactions, motion and stability, energy, and waves and their applications?



**Near  
Standard**

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California Department of Education  
**CALIFORNIA ELEMENTARY SCHOOL  
CALIFORNIA UNIFIED**

**SSID: 9999990001**  
**Test Date: 03/02/2025**  
**Grade: Kindergarten**

FOR THE FAMILY OF:  
**Jenny M. LastName**  
123 MAIN ST APT 100  
CALIFORNIA CITY, CA 99999-1234




### What is the Initial ELPAC, and why is it administered?

The Initial English Language Proficiency Assessments for California (ELPAC) is used to measure a student's English language proficiency. The Initial ELPAC helps identify how well students can listen, read, write, and speak in English. This information helps educators provide students the resources they need to be successful.

Upon enrolling in a California public school for the first time, students in kindergarten through grade twelve complete a Home Language Survey. Students who have a primary language other than English on the Home Language Survey will take the Initial ELPAC. The Initial ELPAC determines whether they need English language support or are fluent in English.

### What do the scores mean?

Students receive an overall score and a performance level. There are three different performance levels:

-  Level 3: Initial Fluent English Proficient
-  Level 2: Intermediate English Learner
-  Level 1: Novice English Learner

The overall score is a combination of the two performance areas. Students who receive an overall level of 1 or 2, are identified as an English learner, or EL, and will need support learning English. Students who receive an overall level of 3, initial fluent English proficient, will not need to take the Summative ELPAC.

If you have any questions about the assessment or your child's results, you may contact your child's teacher for more information.



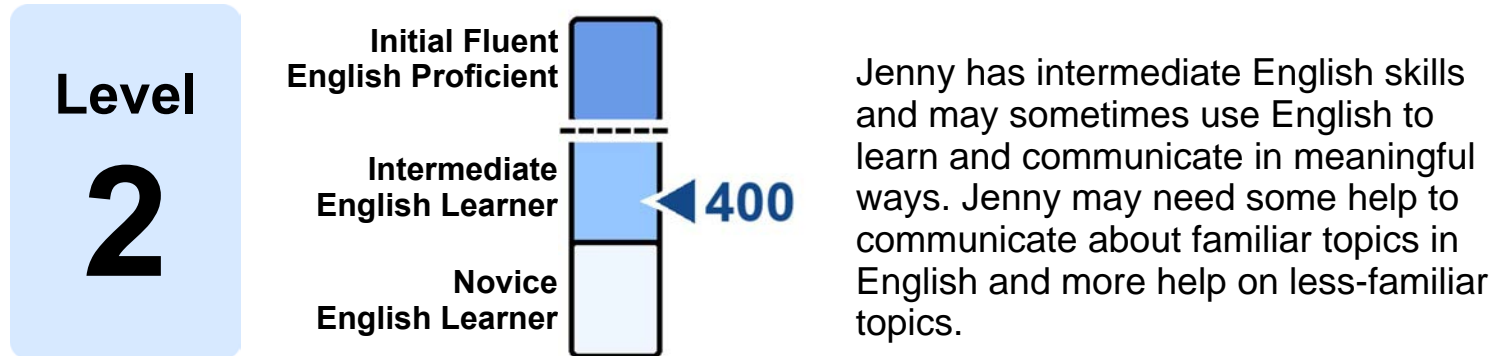
For more information about these tests, including resources you can use to support your child's learning at home, visit <https://ELPAC.StartingSmarter.org/>.





## Initial ELPAC

### Jenny's Overall Initial ELPAC Score



The score range for kindergarten is 150–600. A score of 450 or higher is considered initial fluent English proficient for kindergarten. Your child will take the Summative ELPAC until they are reclassified as fluent English proficient.

### Jenny's Performance Areas

Jenny's overall score is 90 percent oral language (Listening and Speaking) and 10 percent written language (Reading and Writing) skills.

#### Oral Language Skills



How well did your child understand conversations, presentations, and stories; speak about an illustration or scene; and summarize an academic presentation?



#### Written Language Skills



How well did your child read a variety of materials; answer questions about what your child read; and write letters, words, or sentences that describe a picture?

