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Steven D. Herrington, Ph.D.
Sonoma County Superintendent of Schools



5340 Skylane Boulevard
Santa Rosa, CA 95403
(707) 524-2600 | www.scoe.org

California Assessment
**of STUDENT
PERFORMANCE**
and PROGRESS

**UNDERSTANDING
WHAT
CALIFORNIA'S
NEW STUDENT
ASSESSMENTS
MEAN FOR
YOUR CHILD**



What do these test results mean for my child?

- In the spring of 2015, students in grades three through eight and eleven took a new assessment to measure their progress in learning English language arts (ELA) and mathematics through the new California Common Core State Standards.*
- These tests are an academic check-up, designed to guide discussions among parents and teachers and help teachers and schools adjust instruction to meet student needs. They are just one of many ways student learning is measured by schools.

- Because this is the first year of the new tests, many, if not most, students may need to make significant progress to reach the standards set for math and ELA that accompany college and career readiness. **No student, parent or teacher should be discouraged by these scores, however.** These scores WILL NOT be used to determine class placement or whether a student moves on to the next grade.

* Students with intellectual disabilities take an alternate test. English learners who have been in the United States less than 12 months do not take the English portion of this assessment.



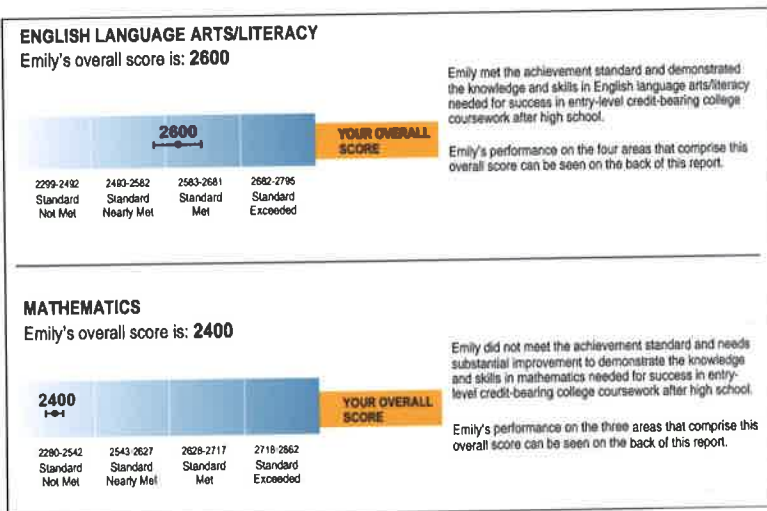
Understanding my child's test score

You will receive your child's results from the 2015 Smarter Balanced Assessment (SBAC) from your school district showing his or her scores in ELA and mathematics. Those scores will display one of four achievement standards.

These are: ■ Standard Not Met ■ Standard Nearly Met
■ Standard Met ■ Standard Exceeded

Standard Met is considered being "proficient" with the new standards. However, this score cannot be compared to the "proficient" standard on the old STAR exams because the two tests are fundamentally different.

A student's overall scores can be found at the bottom of page one (shown below) of the two-page report. Text to the right of these scores shows how well your child did on these tests.



The bottom of the second page provides more detail about a student's overall scores.

- The ELA/literacy overall score breaks down into four areas: reading, writing, listening, and research/inquiry.
- The mathematics overall score breaks down into three areas: problem solving & modeling/data analysis, concepts & procedures, and communicating reasoning.

Student performance in each of these areas is reported as either below standard, at or near standard, or above standard.

These are “big picture” learning areas for ELA and mathematics. Parents, teachers, and students should have regular conversations about these areas.

Additional results for some grades

For a fifth-, eighth-, or tenth-grade student, the report will also include test results for science.

For an eleventh-grade student, the report includes an Early Assessment Program Status, which describes how student performance on this assessment relates to **college-level readiness** in math and literacy. These results are important to consider in planning twelfth-grade academic schedules. Students who plan to attend a four-year college and receive “Not Ready” results should contact their school counselor for guidance.

FREQUENTLY ASKED QUESTIONS



My child has always been advanced but is now scoring below standard. What does this mean?

It is a new set of standards and we are asking students to do more complex thinking. As we are looking at the results for the first time, we are also learning how we must adjust our instruction.

My son's friend said that his test had different questions. How could that be if they are taking the same test at the same grade level?

The test is “computer adaptive,” meaning that students are given different questions based upon how they perform on earlier items. As a result, two students might have very different exams that test the same grade-level standards.

My student didn't get a score for one of the areas. What does this mean?

For this particular area, your student didn't complete all of the items on the exam to test that area.

My child scored below standard in some of the math areas. What can I do to support her for next year?

Talk to your child's teacher about the instruction occurring in the classroom and how you can best support them at home.



WITH CALIFORNIA'S
NEW ACADEMIC
STANDARDS
COMES A NEW,
21ST CENTURY WAY
TO MEASURE STUDENT
ACHIEVEMENT.

A new start

To help students meet the challenges of the future and be successful in college and careers, California has developed a new, comprehensive plan for teaching and learning. This plan includes higher academic standards (the California Common Core State Standards), greater local decision-making, and more resources dedicated to schools and students with the greatest need. A series of new tests are meant to help teachers measure student success and adjust their instruction as needed. These tests, known as the California Assessment of Student Performance and Progress (CAASPP), include the Smarter Balanced Assessment Consortium (SBAC) test administered for the first time in the spring of 2015. The results provide an exciting opportunity to focus on the needs of students and support teachers and schools.

This series of tests replaces the outdated, fill-in-the-bubble type of pencil-and-paper exams. It emphasizes not only subject knowledge, but also the critical-thinking, analytical writing, and problem-solving skills students need to be successful in college and career in the 21st century.

The SBAC test **should not** be compared to the old California Standardized Testing and Reporting (STAR) exam because it measures a different set of skills and knowledge. This year's test results are a fresh, new start. They will establish a baseline for measuring student progress over time.

**“THIS
YEAR’S TEST
RESULTS
ARE A
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