



## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.2

**Meeting Date:** April 9, 2015

**Subject:** Common Core State Assessment

- ☒ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

**Division:** Assessment Research & Evaluation

**Recommendation:** NA

**Background/Rationale:** To measure students' understanding of the state-adopted Common Core State Standards (CCSS), the California Assessment of Student Performance and Progress (CAASPP) for English language arts/literacy (ELA) and mathematics, via the Smarter Balanced Assessment Consortium (SBAC) computer-adaptive tests will be administered to students in grades 3-8, and 11, between April and May. These new assessments, which measure higher-order thinking skills and more rigorous content, are replacing the California Standards Tests (CST). The new assessments items are represented in multiple formats, including selected response and open-ended response, which require students to explain and justify their thinking. The CAASPP results will inform parents and the district of students' readiness for success in college and the 21<sup>st</sup> century job market. These results will be measured differently and cannot be compared to results from the previous CST. The CAASPP and the CST measure different things in different ways. Comparing results would be like comparing apples to oranges. This year, the CAASPP results will set a new starting point for student achievement against which future performances can be compared.

**Financial Considerations:** The administration of the CAASPP does not require funding. However, the budget that supports the implementation of the CCSS covers professional learning, substitutes or stipends, instructional materials, and a soon-to-be identified student assessment system. Sources of funding are a combination of the Common Core State funds and a foundation K-8 math grant, totaling approximately \$4,494,395.

**LCAP Goal(s):** College and Career Ready Students; Family and Community Engagement

**Documents Attached:**

1. Executive Summary
2. Draft CAASPP Student Report

**Estimated Time of Presentation:**

**Submitted by:** Gabe Ross, Chief Communications Officer; Olivine Roberts, Ed.D., Chief Academic Officer; and Robin Martin, Director, Assessment Research & Evaluation

**Approved by:** José L. Banda, Superintendent

# Board of Education Executive Summary

## Common Core State Assessment

April 9, 2015



### I. Overview of the Common Core State Assessment

In 2010, the California State Board of Education adopted the Common Core State Standards (CCSS), joining 45 other states and the District of Columbia. As a result, this initiative is promoting collaboration across state lines in the approaches to professional learning, development of instructional materials, and establishment of new state assessments. To measure students' understanding of the CCSS, the state is administering the California Assessment of Student Performance and Progress (CAASPP) for English language arts/literacy (ELA) and mathematics, via the Smarter Balanced Assessment Consortium (SBAC) computer-adaptive tests, to students in grades 3-8, and 11, between April and May. These new assessments, which measure higher-order thinking skills and more rigorous content, are replacing the California Standards Tests (CST). The new assessments items are represented in multiple formats, including selected response and open-ended response, which require students to explain and justify their thinking. The CAASPP results will inform parents and the district of students' readiness for success in college and the 21<sup>st</sup> century job market. These results will be measured differently and cannot be compared to results from the previous CST. The CAASPP and the CST measure different things in different ways. Comparing results would be like comparing apples to oranges. Think of this year as hitting the reset button; the CAASPP results will set a new starting point for student achievement against which the district will compare performance for years to come.

### II. Driving Governance

At the heartbeat of Pillar One of the district's strategic plan and Goal One of the Local Control and Accountability Plan (LCAP) is the charge to prepare students for college-career readiness. Implementation and assessment of the CCSS are two of the district's primary drivers to actualize this end. As such, the clarion call motivated the district to begin transitioning to the CCSS immediately after the state's adoption in 2010. To date, the district continues to move forward with its implementation and is transforming teaching and learning.

### III. Budget

The administration of the CAASPP does not require funding. However, the budget that supports the implementation of the CCSS covers professional learning, substitutes or stipends, instructional materials, and a soon-to-be identified student assessment system. Sources of funding are a combination of the Common Core State funds and a foundation K-8 math grant, totaling approximately \$4,494,395.

## Board of Education Executive Summary

### Common Core State Assessment

April 9, 2015



#### IV. Goals, Objectives and Measures

The district is fully committed to using multiple measures to assess the quality and effectiveness of the implementation of the CCSS. The fidelity of implementation will be determined via perception data through surveys, evaluation of professional learning, observation of instruction in the classroom, examination of student work, and performance on the CAASPP. All results will be used to inform programmatic and systematic changes.

#### V. Major Initiatives

The district has instituted a multi-faceted approach to inform and prepare stakeholders for the administration of the CAASPP and has identified three major components for implementation. These components include a focus on staff capacity building, communications and stakeholder engagement, and technology infrastructure. Below, the key strategies and actions for each component are described.

##### **Staff Capacity Building**

The district utilizes a trainer-of-trainer model for implementing mandated assessments. Designated coordinators from each school site are trained on how to use the state's online assessment delivery system. The online assessment delivery system houses the full-suite of the Smarter Balanced Assessment Consortium (SBAC) assessments – the summative and interim assessments, the Digital Library formative tools, as well as the SBAC training and practice tests. Ensuring that school staff and students are familiar with the features and functionality of the online assessment delivery system to support test preparation and summative assessment is a key focus of training efforts. The Assessment, Research and Evaluation (AR&E) Department also provides weekly updates and reminders to site coordinators and principals throughout the assessment window, and coordinates proctor support for sites with testing. In addition, AR&E has two Technical Assessment Specialists who work directly with sites to facilitate development of testing schedules and rotations, run diagnostic checks on computers and systems used to support assessment, as well as provide proctor support.

##### **Communications and Stakeholder Engagement**

In preparation, the district has hosted a series of Common Core Parent Workshops to inform parents/guardians and community partners of the educational changes resulting from the upcoming administration of the CAASPP. Parents were introduced to the new assessment item types. In addition, they were given the opportunity to experience the test utilizing the online practice tests. Parents were exposed to strategies and ideas that they could use to help deepen their children's understanding.

## Board of Education Executive Summary

### Common Core State Assessment

April 9, 2015



The district has also developed a user-friendly webpage (<http://www.scusd.edu/common-core>), which offers a productive flow of information to keep stakeholders abreast of the work such as the development of new district- resources for teachers, leaders, and parents. For example, posted on the webpage are the locally developed CCSS parent guides for mathematics (<http://www.scusd.edu/post/parent-guides-math-common-core>) that include a description of what students will learn in in each grade, activities that parents can do at home to support their child's learning, and a snapshot of the new assessments. ELA parent guides are in draft form and will be posted to the website in the upcoming months.

This spring, staff launched a multi-platform awareness-building campaign centered on the new online assessments. Staff worked with CDE to host a press conference on March 10 at Sutter Middle School about the start of testing season. Speakers included State Superintendent Tom Torlakson, Superintendent Banda, California PTA President Colleen A.R. You, Rocklin Unified Deputy Superintendent Deb Sigman, Sutter Principal David Rodriguez and Sutter teacher Andrea Zasoski. Press in attendance included Capital Public Radio, the Sacramento Bee, Univision, Fox40 and KCRA. An article about the press conference was the lead item in the next day's eConnection. A letter from Superintendent Banda to parents about the new online SBAC tests was translated into all threshold languages and distributed to families. Articles about spring testing have also been submitted to neighborhood newsletters and weekly newspapers. Easy-to-read talking points that include tips for parents developed by state PTA were created for schools and have been distributed. We will continue to seek opportunities to build community awareness as the spring continues.

#### Technology Infrastructure

While technology has been an essential in the teaching and learning of mathematics and ELA, 21<sup>st</sup> century skill requirements along with the requisite state assessments (CAASPP) are altering the instructional terrain and provoking a shift in its influence. In preparation to navigate this new environment, the district has expanded its technology infrastructure by equipping each school with computers, increasing the student-to-computer ratio to 11:1 (CAASPP-ready for testing). Moreover, a robust technology infrastructure, one that includes, but extends far beyond the capacity to complete the CAASPP, is essential if SCUSD students are to truly be college and career ready as outlined by the CCSS and envisioned in the Pillar I of district's strategic plan.

## VI. Results

Although this is the first year of formal implementation of CAASPP, current indicators denote that the district is poised and ready for a successful administration. This is underscored by anecdotal data from last year's field test, where schools experienced only minor technology-related issues. Furthermore, the district has continued to build teachers', support staff's, and administrators'

## Board of Education Executive Summary

### Common Core State Assessment

April 9, 2015



capacity to implement the CCSS, as well as equipped schools with instructional materials and resources.

### VII. Lessons Learned/Next Steps

Moving forward, the district will take the following next steps:

- Use the CAASPP data to revise and amend the district's technology readiness plan as well as its instructional program.
- Implement interim assessments via the new student assessment system.
- Continue to provide professional learning for leaders, teachers, and support staff that will deepen their ability to provide integrated instruction of the CCSS.
- Build upon the growing bank of electronic resources including the expansion of available units of study, samples of student work, and videos of instructional practice.
- Expand the district's parents/stakeholders communication and engagement strategies to reach more parents.

# STUDENT SCORE REPORT

## Using Assessments to Help Students Learn

LOCAL ID #: 999999999  
STUDENT #: 999999999  
GRADE: 5  
DATE OF BIRTH: 04/01/2004  
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 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*

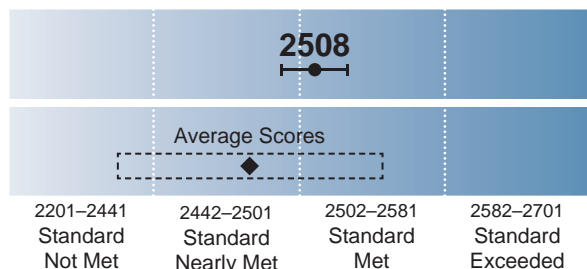
Tom Torlakson,  
State Superintendent of Public Instruction



## Juan's Results on California's Assessments

### ENGLISH LANGUAGE ARTS/LITERACY

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



**YOUR OVERALL SCORE**

Average Scores  
from Last Year

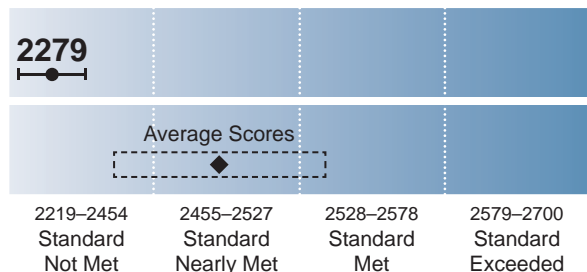
Juan met the achievement standard and demonstrated progress toward mastery of the knowledge and skills in English language arts/literacy needed for success in future coursework.

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**



**YOUR OVERALL SCORE**

Average Scores  
from Last Year

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.

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

— The box with the diamond shows the middle range (all except the highest 25 percent and the lowest 25 percent) of scores of students who took the trial version of the test in spring 2014. The diamond at the center of the bar represents last year's average score. This information is included so you can see how Juan's score compares to this group of 5th-grade students from several states. To learn more about these tests, visit <http://www.SmarterBalanced.org>.

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

# Your <sup>2</sup>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**

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

### MATHEMATICS

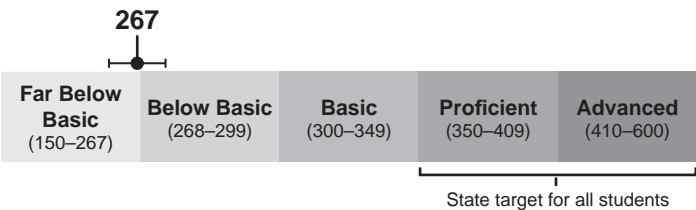
Juan's overall score is: **2279**

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

## Juan's Results on California's Science Assessment

### SCIENCE

Juan's score is **267 – Far Below Basic**



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.



# STUDENT SCORE REPORT

## Using Assessments to Help Students Learn

LOCAL ID #: 999999999  
 STUDENT #: 999999999  
 GRADE: 4  
 DATE OF BIRTH: 04/01/2005  
 TEST DATE: Spring 2015



FOR THE PARENT/GUARDIAN OF:  
**EMILY JOHNSON**  
 1234 MAIN STREET  
 YOUR CITY, CA 12345

SCHOOL: California Elementary School  
 LEA: California Unified

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*

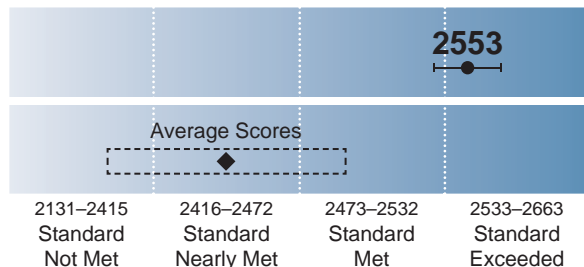
Tom Torlakson,  
 State Superintendent of Public Instruction



## Emily's Results on California's Assessments

### ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2553**



**YOUR OVERALL SCORE**

Average Scores from Last Year

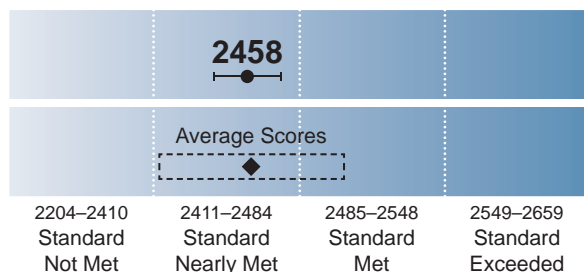
Emily exceeded the achievement standard and demonstrated advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for success in future coursework.

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**



**YOUR OVERALL SCORE**


Average Scores from Last Year

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.

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

 The box with the diamond shows the middle range (all except the highest 25 percent and the lowest 25 percent) of scores of students who took the trial version of the test in spring 2014. The diamond at the center of the bar represents last year's average score. This information is included so you can see how Emily's score compares to this group of 4th-grade students from several states. To learn more about these tests, visit <http://www.SmarterBalanced.org>.

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

# Your Guide to Emily's California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

## 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**

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

### MATHEMATICS

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

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

## 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/>.

# STUDENT SCORE REPORT

## Using Assessments to Help Students Learn

LOCAL ID #: 999999999  
 STUDENT #: 999999999  
 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

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*

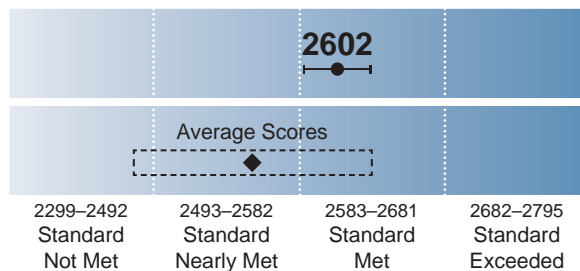
Tom Torlakson,  
 State Superintendent of Public Instruction



## Chen's Results on California's Assessments

### ENGLISH LANGUAGE ARTS/LITERACY

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



**YOUR OVERALL SCORE**

Average Scores from Last Year

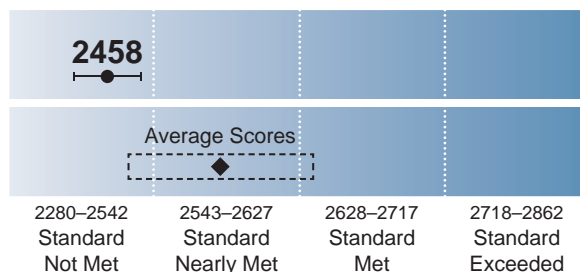
Chen met the achievement standard and demonstrated progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

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**



**YOUR OVERALL SCORE**


Average Scores from Last Year

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.

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

 The box with the diamond shows the middle range (all except the highest 25 percent and the lowest 25 percent) of scores of students who took the trial version of the test in spring 2014. The diamond at the center of the bar represents last year's average score. This information is included so you can see how Chen's score compares to this group of 11th-grade students from several states. To learn more about these tests, visit <http://www.SmarterBalanced.org>.

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

# Your <sup>6</sup>Guide to Chen's California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

## 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/>.

### ENGLISH LANGUAGE ARTS/LITERACY

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

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

### MATHEMATICS

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

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

## 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