



**California Assessment of Student
Performance and Progress
(CAASPP) Results:
Spring 2018**

Achievement Level Descriptors

English Language Arts/Literacy

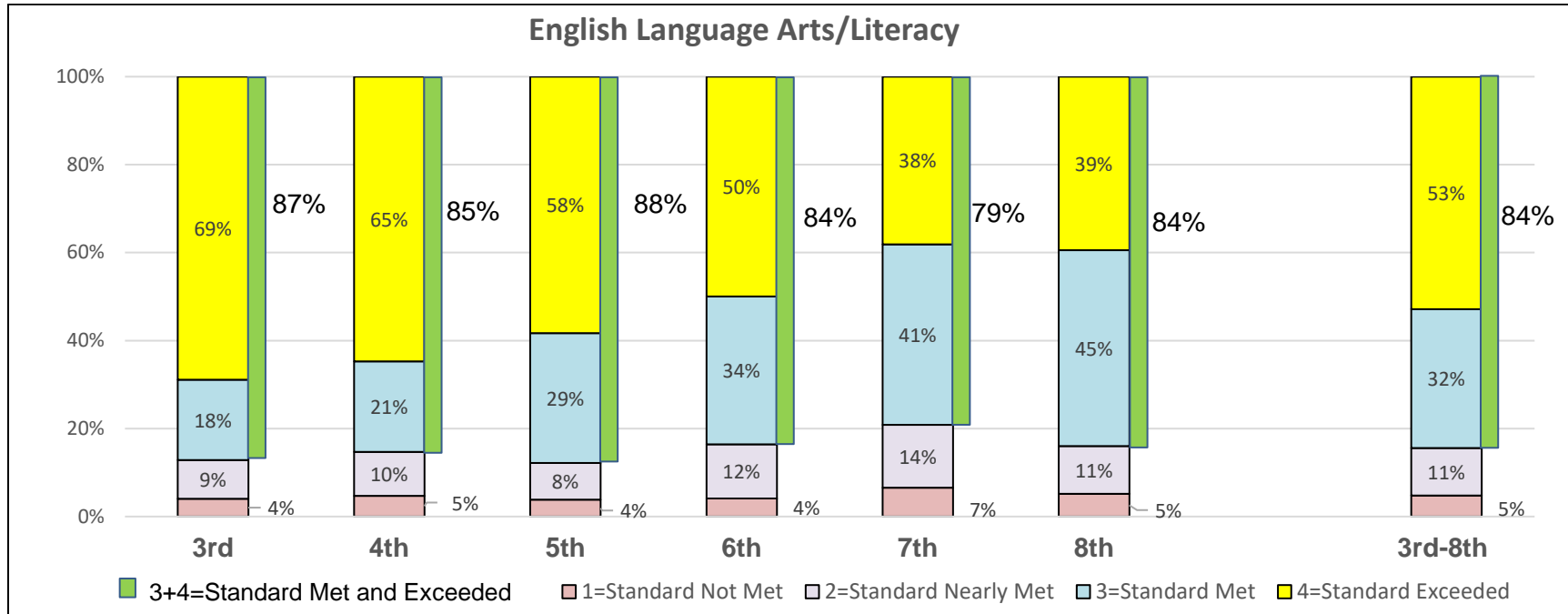
	4=Standard Exceeded	3=Standard Met	2=Standard Nearly Met	1=Standard Not Met
Grades 3–5	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.
Grades 6–8	The student has exceeded the achievement standard and demonstrates advanced 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.	The student has met the achievement standard and demonstrates 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.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.

Mathematics

	4=Standard Exceeded	3=Standard Met	2=Standard Nearly Met	1=Standard Not Met
Grades 3–5	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.
Grades 6–8	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has not met 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.

Summary of CAASPP Scores Spring 2018: District

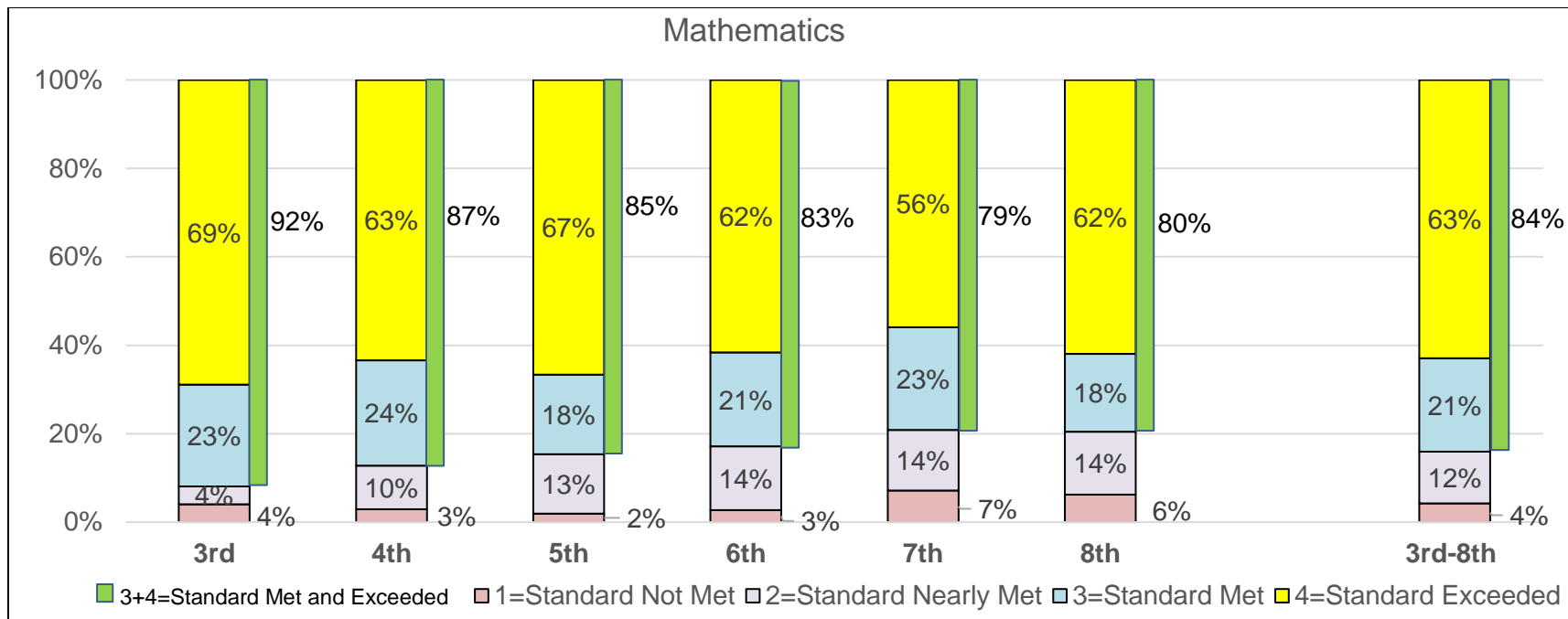
Percent of Student Scoring at Each Achievement Level



Achievement Levels\Grades	3rd	4th	5th	6th	7th	8th
1=Standard Not Met	4%	5%	4%	4%	7%	5%
2=Standard Nearly Met	9%	10%	8%	12%	14%	11%
3=Standard Met	18%	21%	29%	34%	41%	45%
4=Standard Exceeded	69%	65%	58%	50%	38%	39%
Total:	100%	100%	100%	100%	100%	100%
3+4=Standard Met & Exceeded	87%	85%	88%	84%	79%	84%

3rd-8th
5%
11%
32%
53%
100%
84%

Percent of Student Scoring at Each Achievement Level



Achievement Levels\Grades	3rd	4th	5th	6th	7th	8th
1=Standard Not Met	4%	3%	2%	3%	7%	6%
2=Standard Nearly Met	4%	10%	13%	14%	14%	14%
3=Standard Met	23%	24%	18%	21%	23%	18%
4=Standard Exceeded	69%	63%	67%	62%	56%	62%
Total:	100%	100%	100%	100%	100%	100%

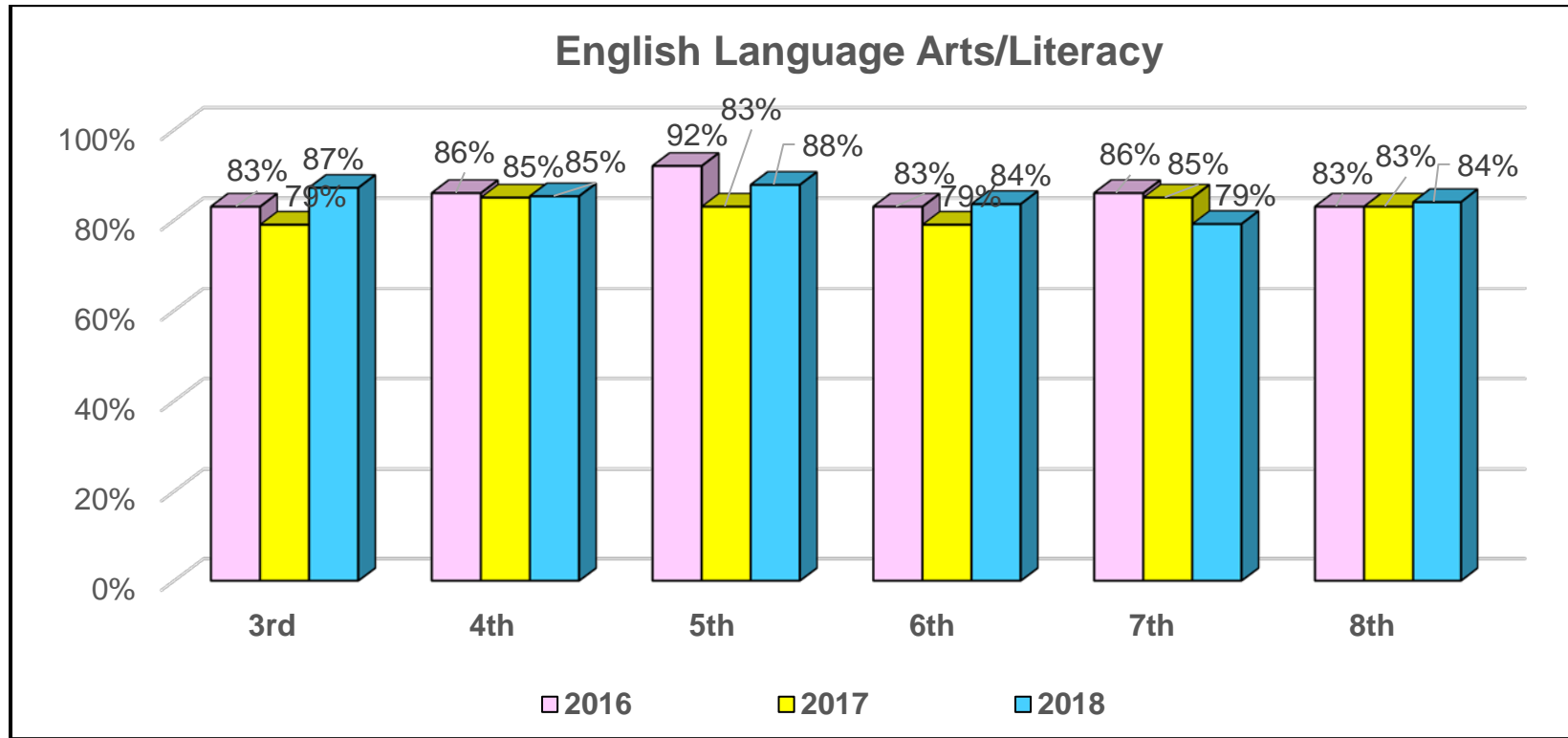
3rd-8th
4%
12%
21%
63%
100%

3+4=Standard Met & Exceeded	92%	87%	85%	83%	79%	80%
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84%

Comparison of 2016, 2017, and 2018

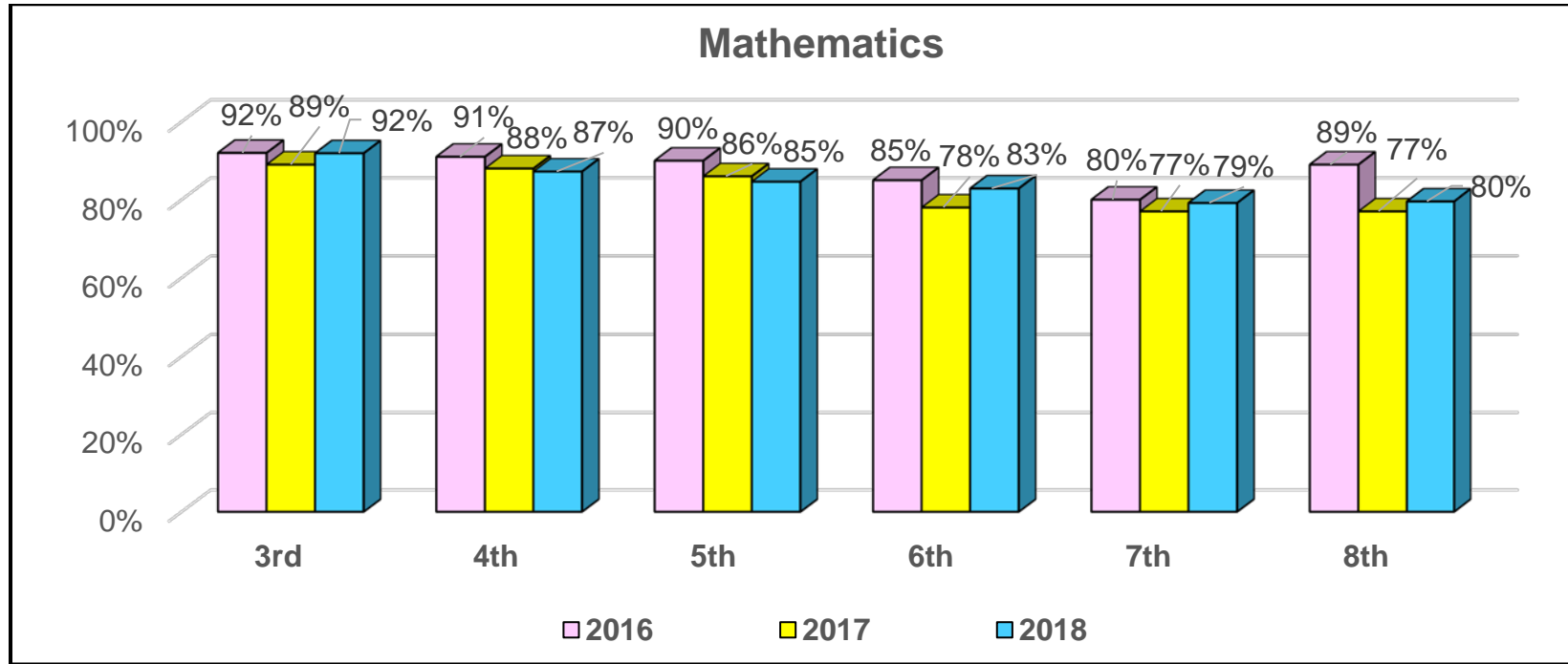
Percent of Standard Met and Exceeded (Levels 3 + 4) Combined



ELA/Literacy – Standard Met and Exceeded (Levels 3 + 4) Combined						
Years/Grades	3rd	4th	5th	6th	7th	8th
2016	83%	86%	92%	83%	86%	83%
2017	79%	85%	83%	79%	85%	83%
2018	87%	85%	88%	84%	79%	84%

Comparison of 2016, 2017, and 2018

Percent of Standard Met and Exceeded (Levels 3 + 4) Combined



Mathematics – Standard Met and Exceeded (Levels 3 + 4) Combined						
Years/Grades	3rd	4th	5th	6th	7th	8th
2016	92%	91%	90%	85%	80%	89%
2017	89%	88%	86%	78%	77%	77%
2018	92%	87%	85%	83%	79%	80%

Area (Claim) Descriptors

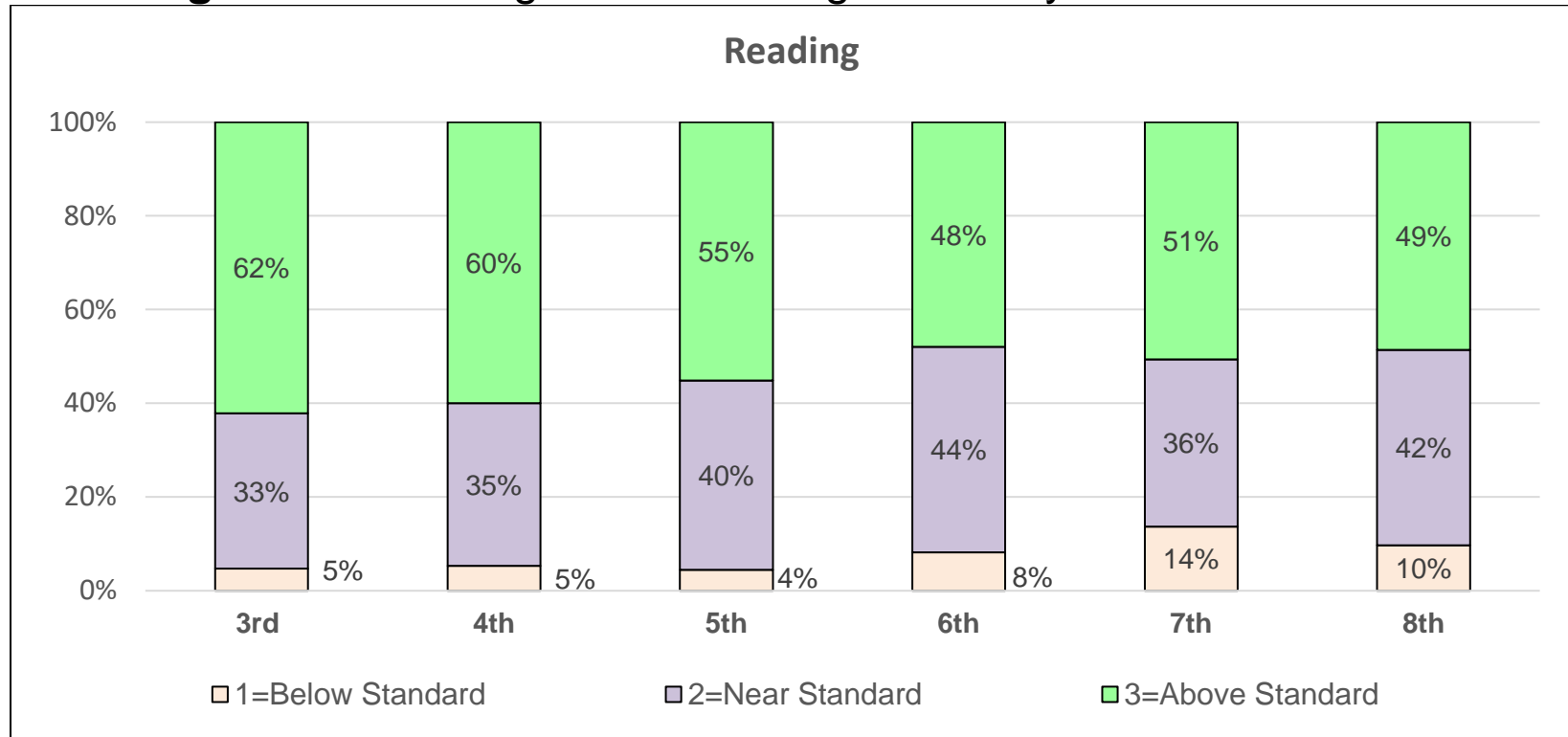
English Language Arts/Literacy

Area	3=Above Standard	2=Near Standard	1=Below Standard
Reading	The student demonstrates a thorough ability to read closely and analytically to understand a range of literacy texts (e.g. stories, plays, and poems) and informational texts (e.g. articles and other writing covering disciplines like science and social studies) of high complexity.	The student demonstrates some ability to read closely and analytically to understand a range of literacy texts (e.g. stories, plays, and poems) and informational texts (e.g. articles and other writing covering disciplines like science and social studies) of moderate complexity.	The student does not demonstrate an ability to read closely and analytically to comprehend literary and informational texts of moderate complexity understand a range of literacy texts (e.g. stories, plays, and poems) and informational texts (e.g. articles and other writing covering disciplines like science and social studies) of moderate complexity.
Writing	The student demonstrates a thorough ability to produce compelling, well-supported writing for a diverse range of well-organized, developed, and supported writing (e.g. narrative, informational, explanatory, and opinion) for different purposes and audiences.	The student demonstrates some ability to produce effective and well-grounded writing for a range of well-organized, developed, and supported writing (e.g. narrative, informational, explanatory, and opinion) for different purposes and audiences.	The student does not demonstrate an ability to produce well-organized, developed, and supported writing (e.g. narrative, informational, explanatory, and opinion) for different effective and well-grounded writing for a range of purposes and audiences.
Listening	The student demonstrates a thorough ability to deliver information orally for a variety of uses, effective listening skills for a range 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 use effective listening skills for a range of purposes and audiences, and to accurately interpret and use information delivered orally.	The student does not demonstrate the ability to use effective listening skills.
Research /Inquiry	The student demonstrates a thorough ability to use engage in research and inquiry methods as a way to engage with a topic and then to investigate topics, and to analyze, integrate, and present information in a persuasive and sustained exploration of a topic.	The student demonstrates some ability to use engage in research and inquiry methods to explore a topic and to investigate topics, and to analyze, integrate, and present information.	The student does not demonstrate the ability to engage in research and inquiry methods to investigate topics, and to analyze, integrate, and present information.

English Language Arts/Literacy Claim Areas

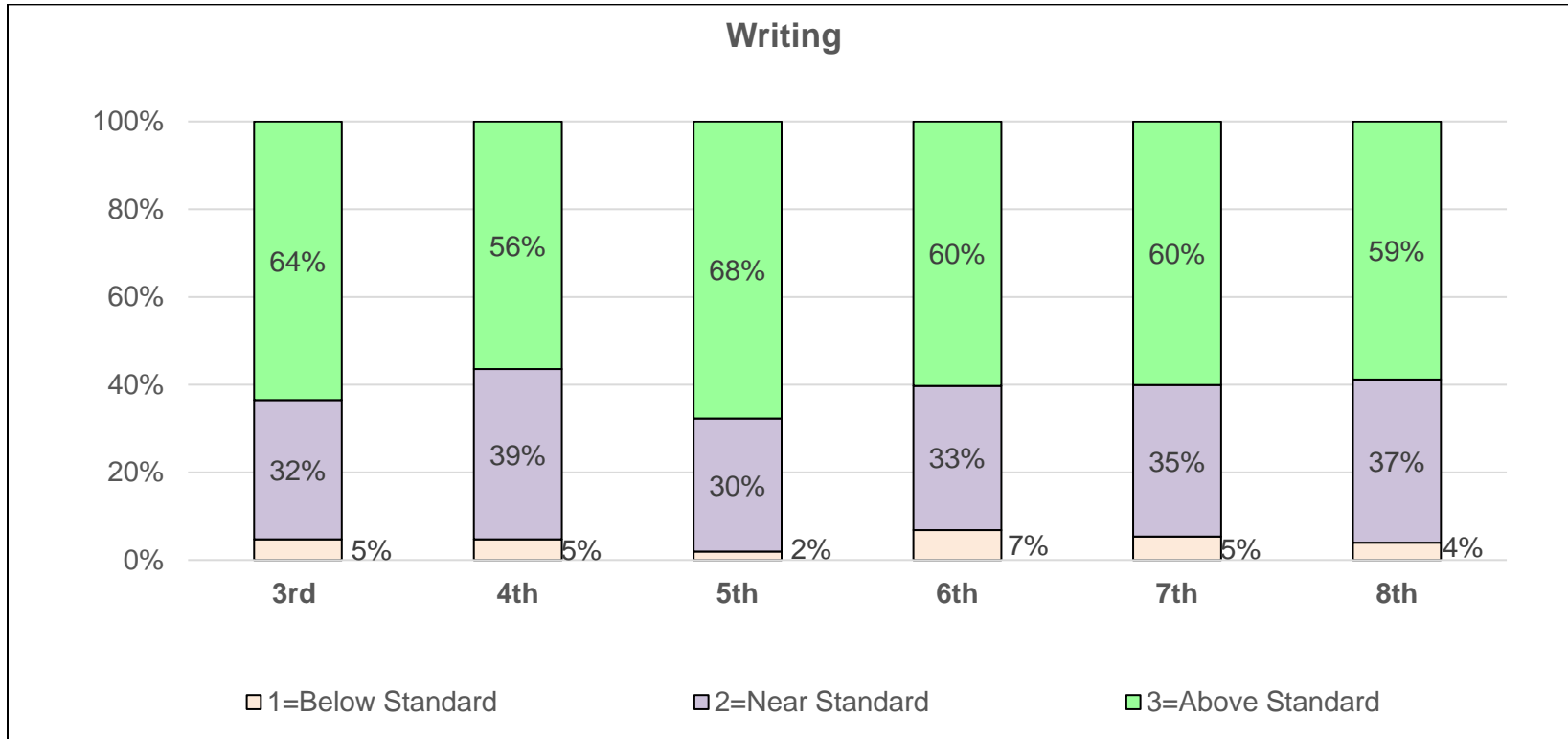
Percent of Students Scoring at Each Grade Area Performance Claims Level

Reading: Demonstrating Understanding of Literary and Non-fictional Texts



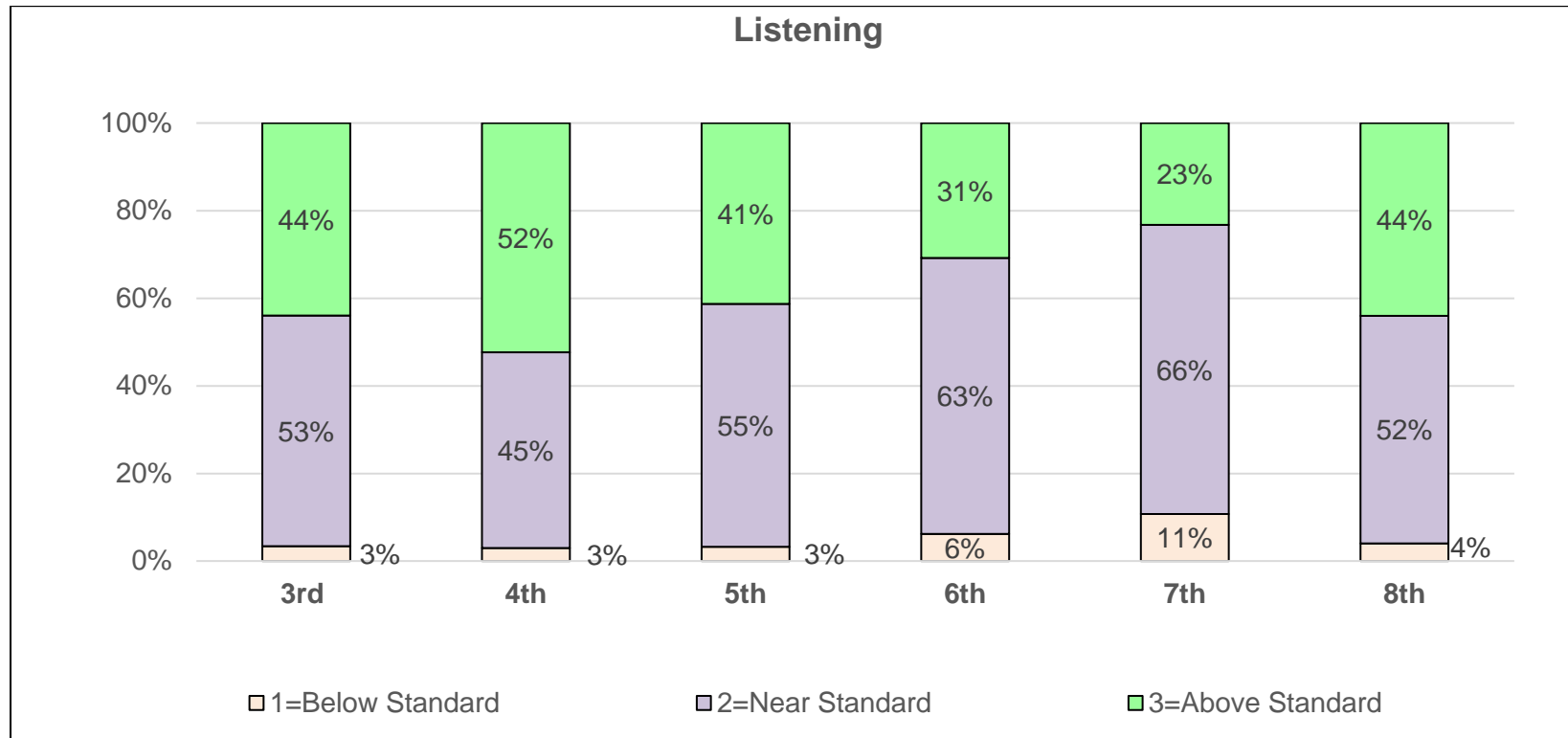
Area Performance Levels\Grades	3rd	4th	5th	6th	7th	8th
1=Below Standard	5%	5%	4%	8%	14%	10%
2=Near Standard	33%	35%	40%	44%	36%	42%
3=Above Standard	62%	60%	55%	48%	51%	49%

Writing: Producing Clear and Purposeful Writing



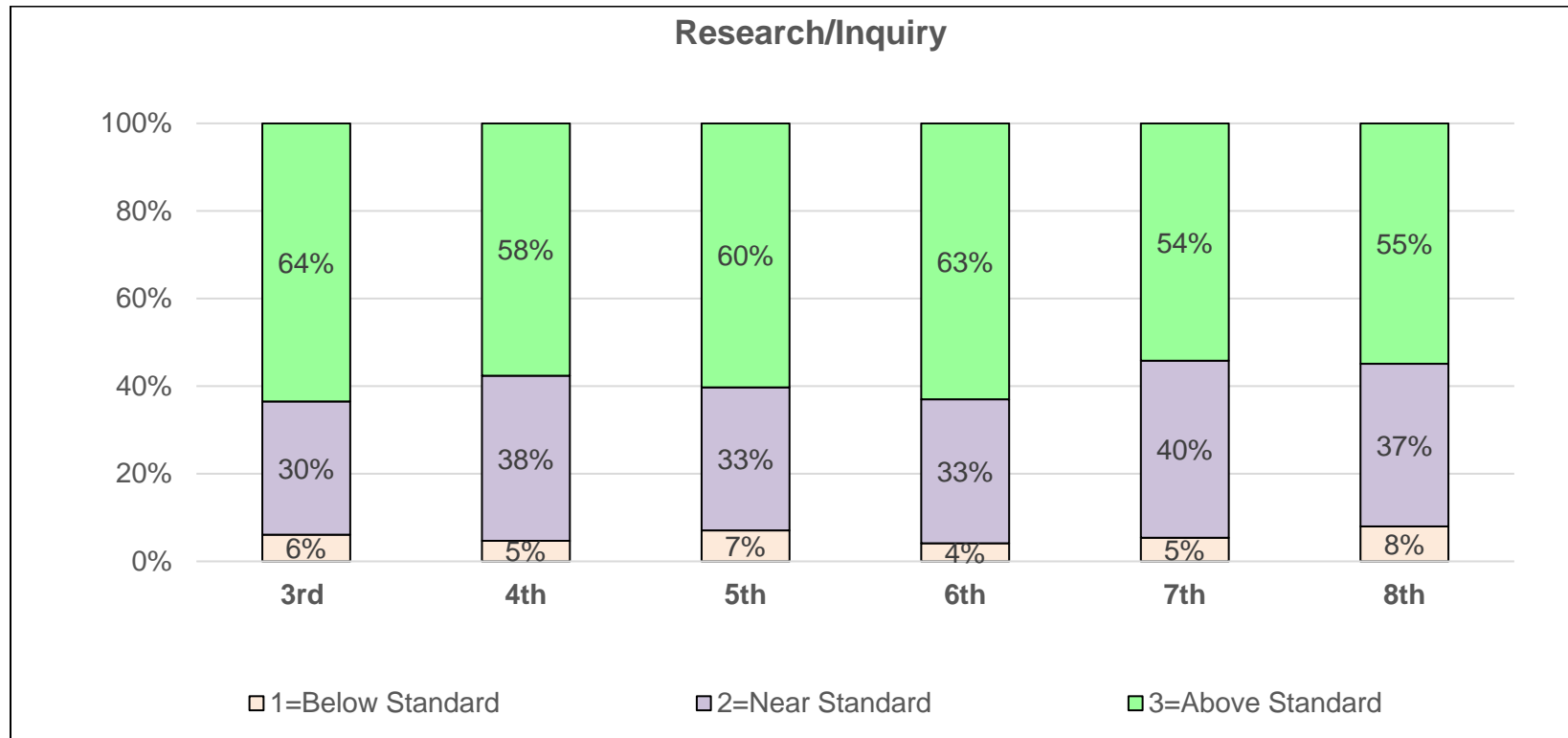
Area Performance Levels\Grades	3rd	4th	5th	6th	7th	8th
1=Below Standard	5%	5%	2%	7%	5%	4%
2=Near Standard	32%	39%	30%	33%	35%	37%
3=Above Standard	64%	56%	68%	60%	60%	59%

Listening: Demonstrating Effective Communication Skills



Area Performance Levels\Grades	3rd	4th	5th	6th	7th	8th
1=Below Standard	3%	3%	3%	6%	11%	4%
2=Near Standard	53%	45%	55%	63%	66%	52%
3=Above Standard	44%	52%	41%	31%	23%	44%

Research/Inquiry: Investigating, Analyzing, and Presenting Information



Area Performance Levels\Grades	3rd	4th	5th	6th	7th	8th
1=Below Standard	6%	5%	7%	4%	5%	8%
2=Near Standard	30%	38%	33%	33%	40%	37%
3=Above Standard	64%	58%	60%	63%	54%	55%

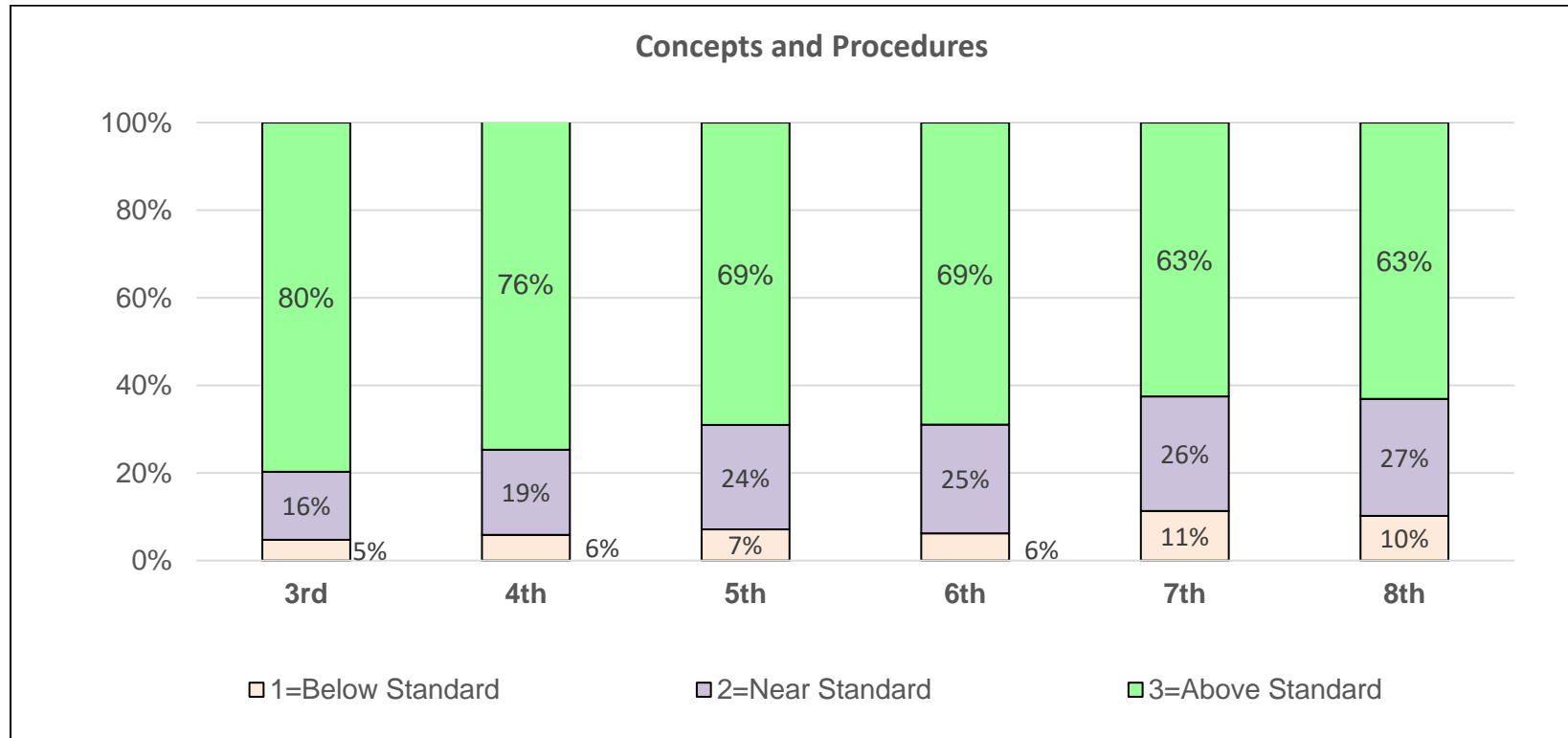
Area (Claim) Descriptors

Mathematics

Area	Above Standard	Near Standard	Below Standard
Concepts and Procedures	<p>The student demonstrates a thorough ability to consistently solve a variety of well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student also demonstrates a strong ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.</p>	<p>The student demonstrates some ability to solve well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student also demonstrates some ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.</p>	<p>The student does not yet demonstrate the ability to explain and apply mathematical concepts, or the ability to interpret and carry out mathematical procedures with ease and accuracy.</p>
Problem Solving/Modeling and Data Analysis	<p>The student demonstrates a thorough ability to consistently solve a variety of well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student also demonstrates a strong ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.</p>	<p>The student demonstrates some ability to solve well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student also demonstrates some ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.</p>	<p>The student does not yet demonstrate the ability to solve a variety of mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student does not yet demonstrate the ability to analyze real-world problems, or build and use mathematical models to interpret and solve problems.</p>
Communicating Reasoning	<p>The student demonstrates the thorough ability to clearly and precisely put together valid arguments to support his or her own mathematical thinking and to critique the reasoning of others.</p>	<p>The student demonstrates some ability to clearly and precisely put together valid arguments to support his or her own mathematical thinking and to critique the reasoning of others.</p>	<p>The student does not demonstrate the ability to clearly and precisely to put together valid arguments to support his or her own mathematical thinking or to critique the reasoning of others.</p>

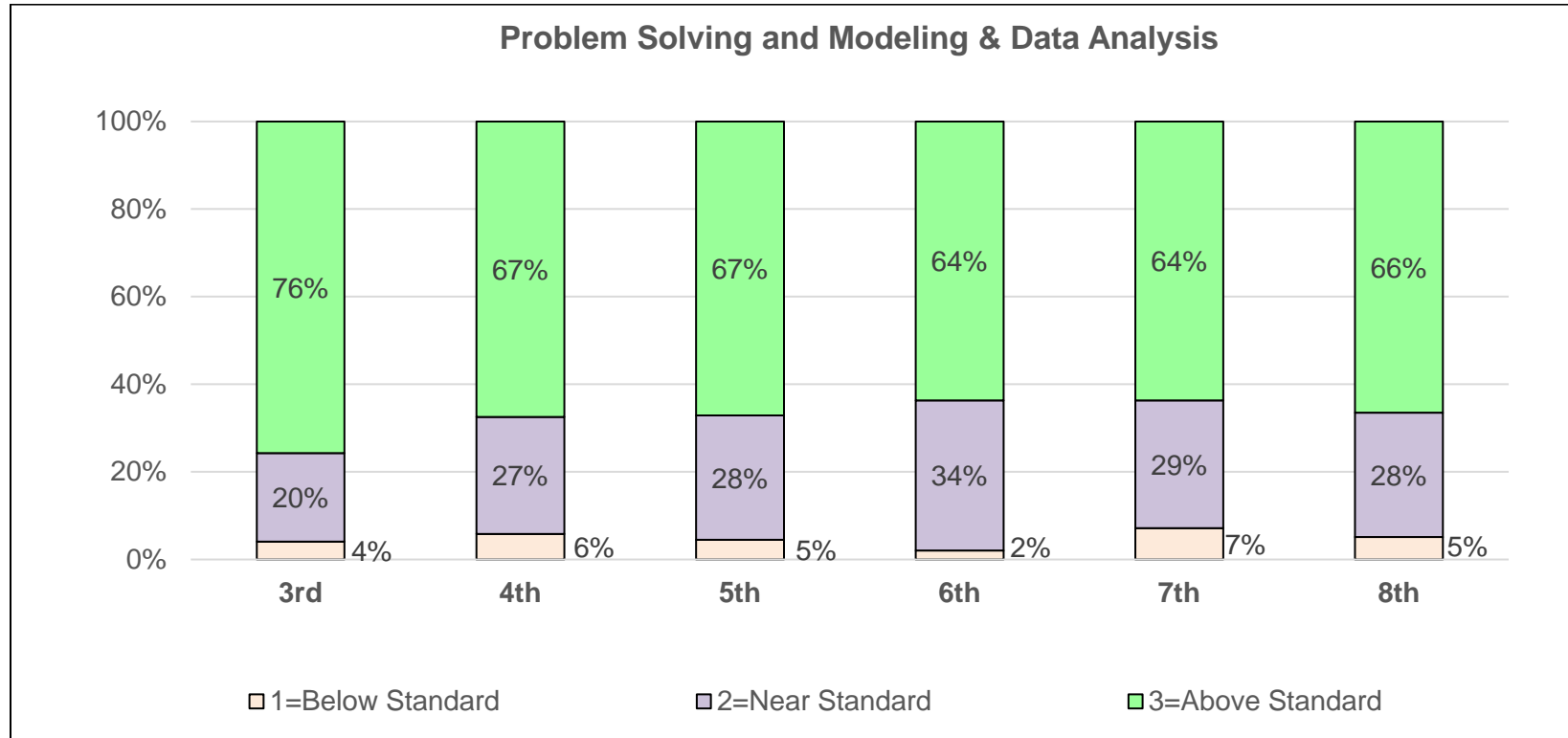
Mathematics Claim Areas

Concepts and Procedures: Applying Mathematical Concepts and Procedures



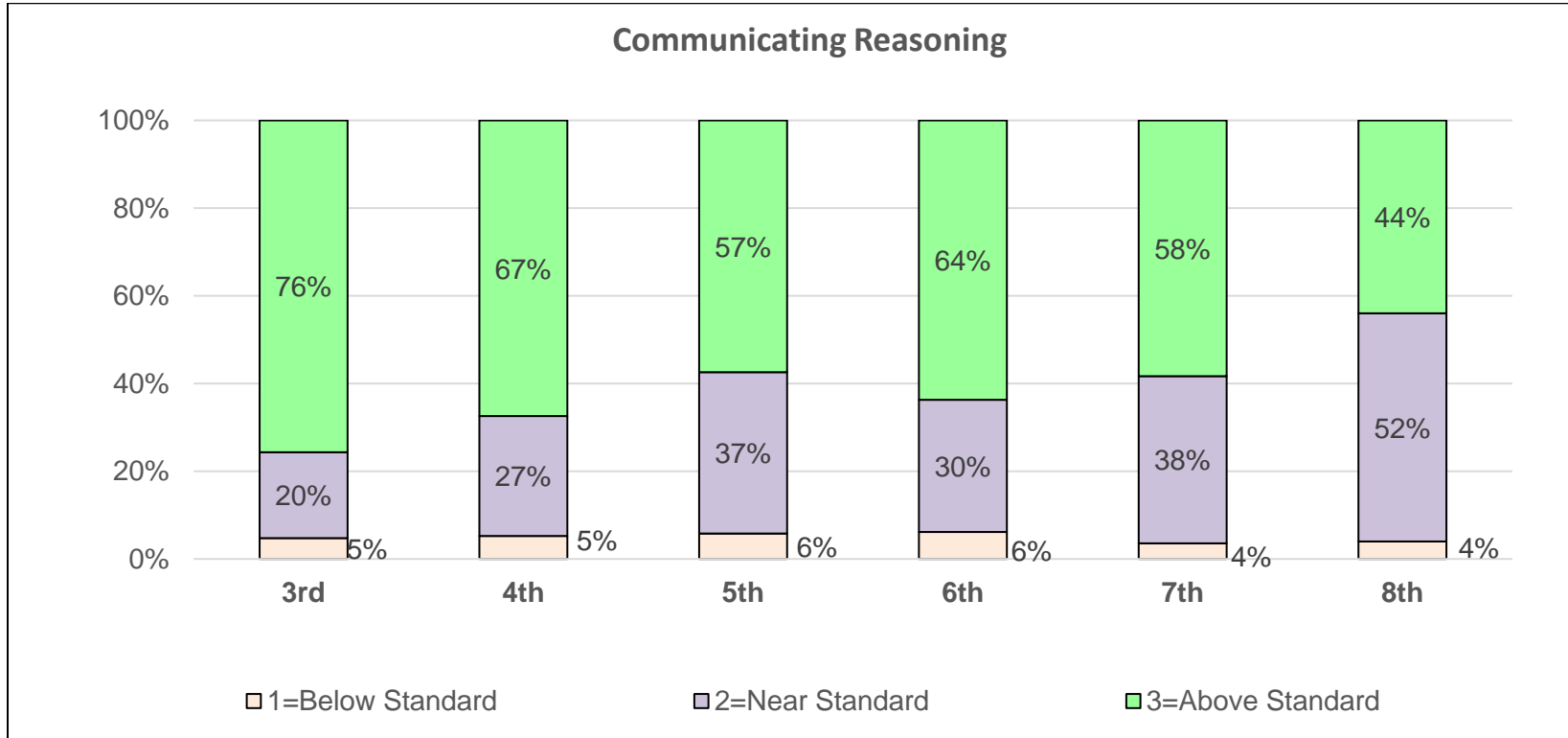
Area Performance Levels\Grades	3rd	4th	5th	6th	7th	8th
1=Below Standard	5%	6%	7%	6%	11%	10%
2=Near Standard	16%	19%	24%	25%	26%	27%
3=Above Standard	80%	76%	69%	69%	63%	63%

Problem Solving and Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems

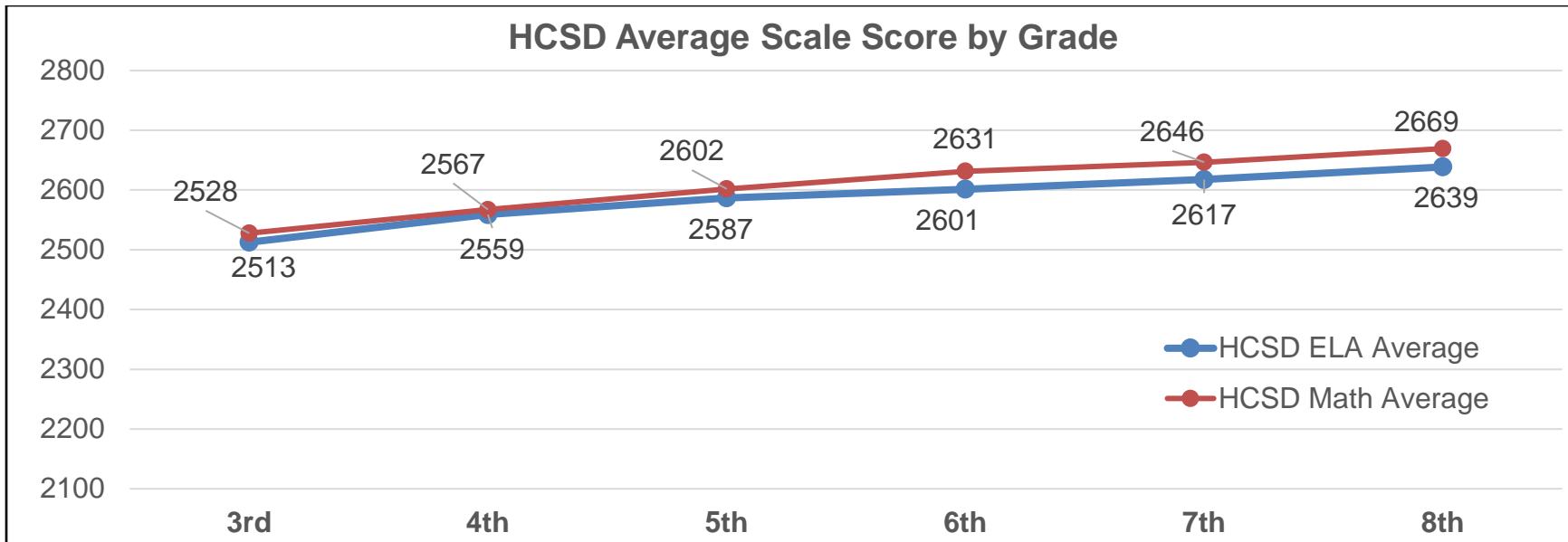


Area Performance Levels\Grades	3rd	4th	5th	6th	7th	8th
1=Below Standard	4%	6%	5%	2%	7%	5%
2=Near Standard	20%	27%	28%	34%	29%	28%
3=Above Standard	76%	67%	67%	64%	64%	66%

Communicating Reasoning: Demonstrating ability to support mathematical conclusions



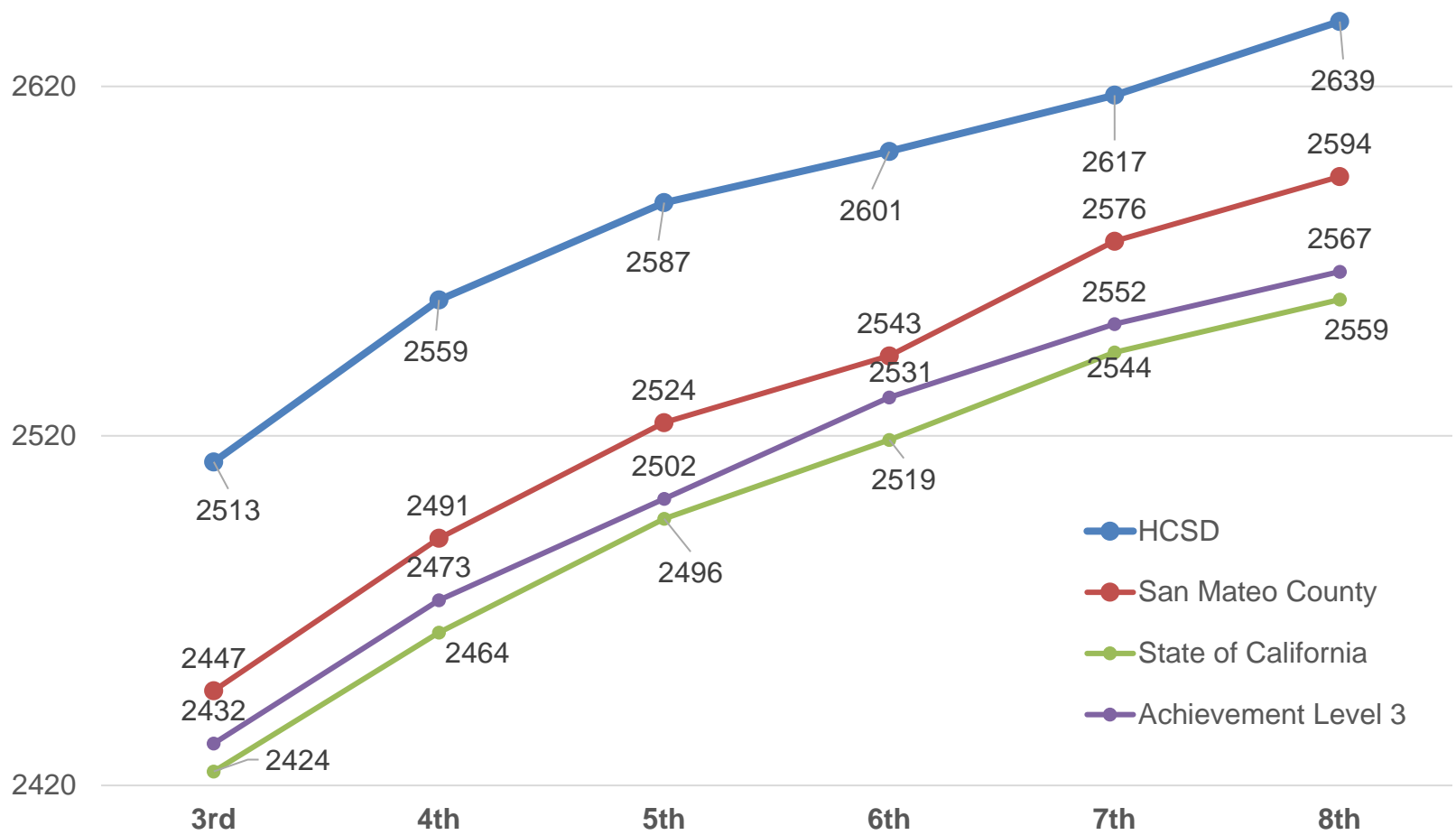
Area Performance Levels\Grades	3rd	4th	5th	6th	7th	8th
1=Below Standard	5%	5%	6%	6%	4%	4%
2=Near Standard	20%	27%	37%	30%	38%	52%
3=Above Standard	76%	67%	57%	64%	58%	44%



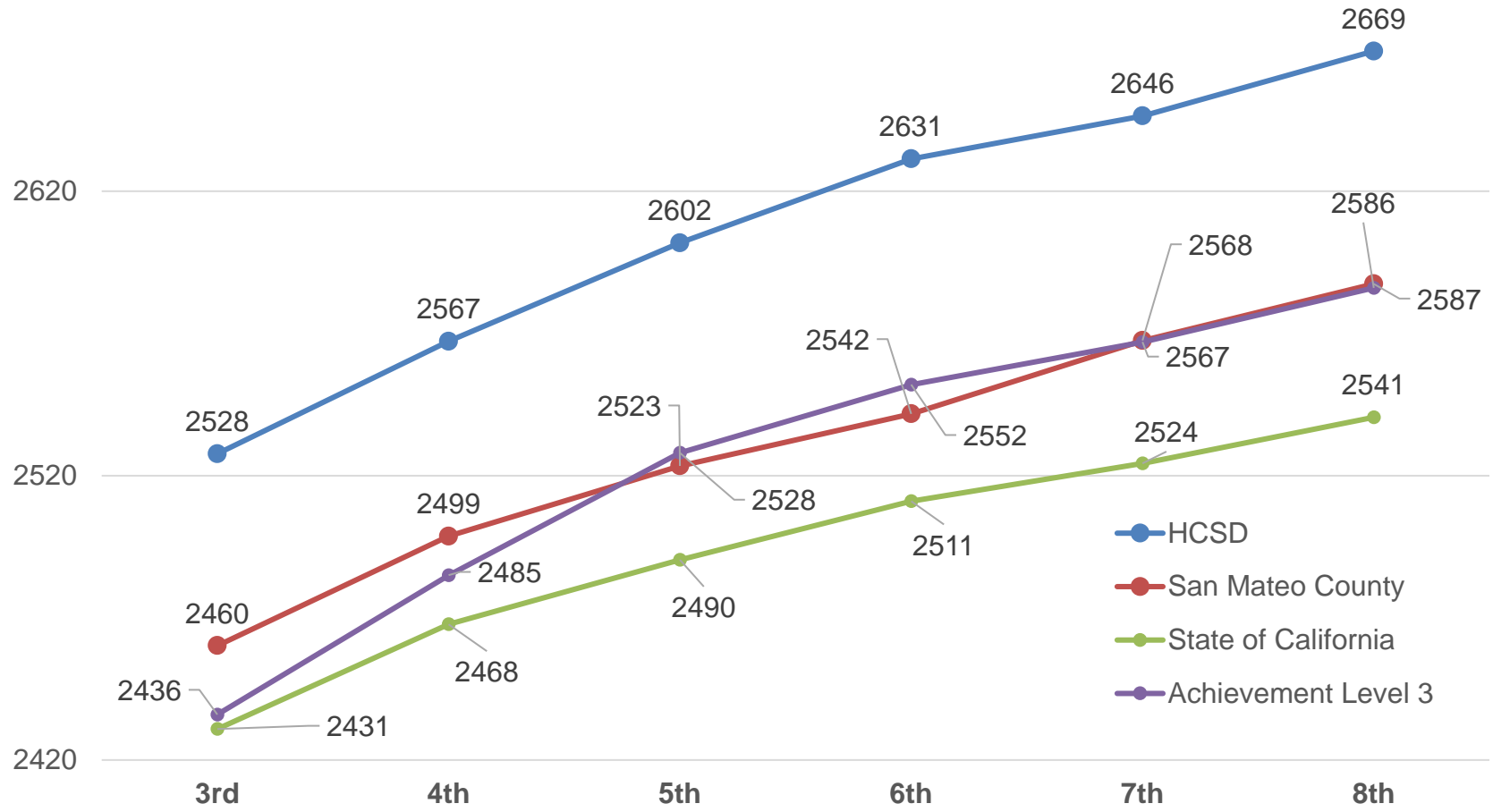
Achievement Levels\Grade	3rd	4th	5th	6th	7th	8th
English Language Arts/Literacy (ELA)						
1= Standard Not Met	2114-2366	2131-2415	2201-2441	2210-2456	2258-2478	2288-2486
2=Standard Nearly Met	2367-2431	2416-2472	2442-2501	2457-2530	2479-2551	2487-2566
3=Standard Met	2432-2489	2473-2532	2502-2581	2531-2617	2552-2648	2567-2667
4=Standard Exceeded	2490-2623	2533-2663	2582-2701	2618-2724	2649-2745	2668-2769
HCSD Average	2513	2559	2587	2601	2617	2639

Mathematics						
1= Standard Not Met	2189-2380	2204-2410	2219-2454	2235-2472	2250-2483	2265-2503
2=Standard Nearly Met	2381-2435	2411-2484	2455-2527	2473-2551	2484-2566	2504-2585
3=Standard Met	2436-2500	2485-2548	2528-2578	2552-2609	2567-2634	2586-2652
4=Standard Exceeded	2501-2621	2549-2659	2579-2700	2510-2748	2635-2778	2653-2802
HCSD Average	2528	2567	2602	2631	2646	2669

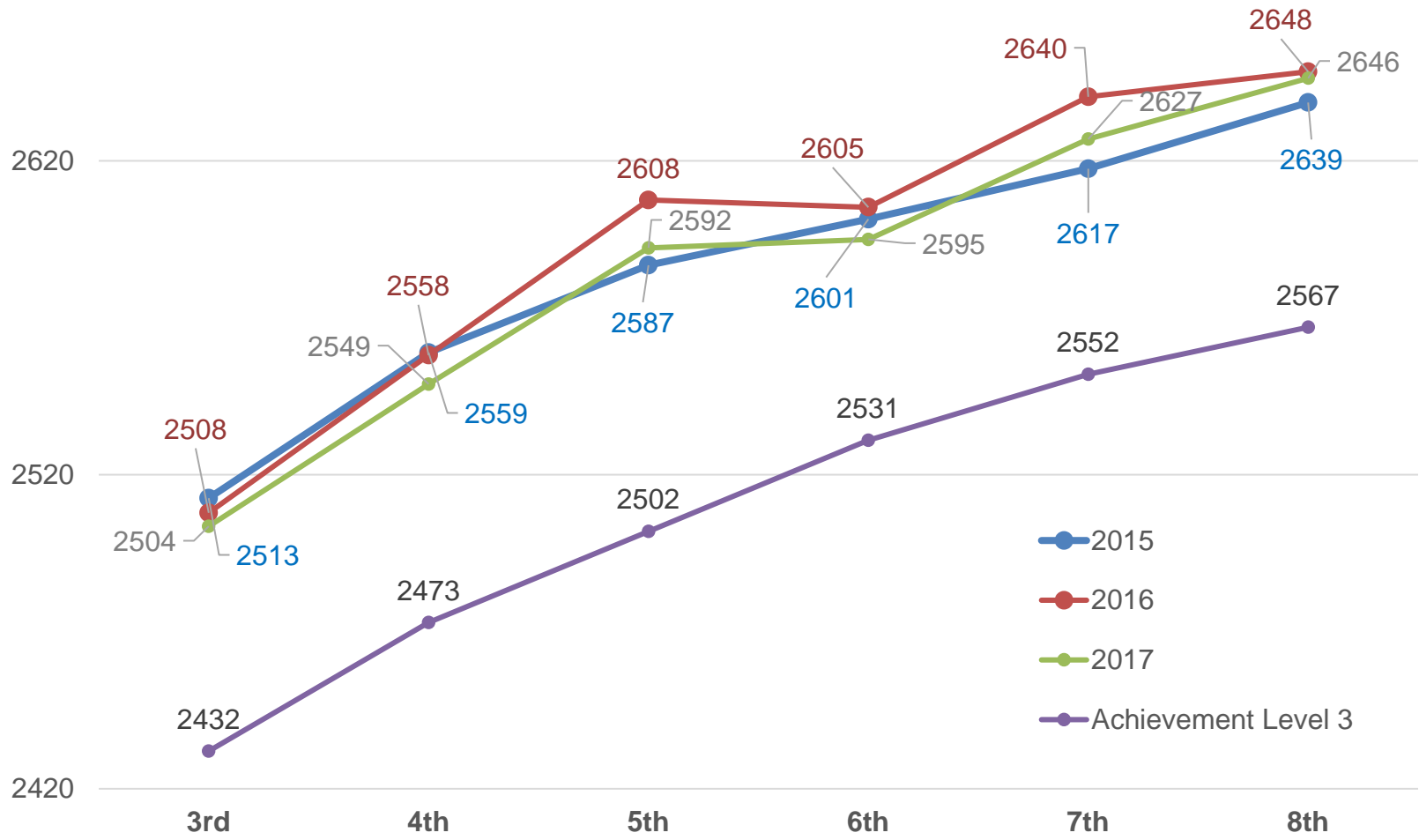
English Language Arts/Literacy (ELA) Average Scale Score



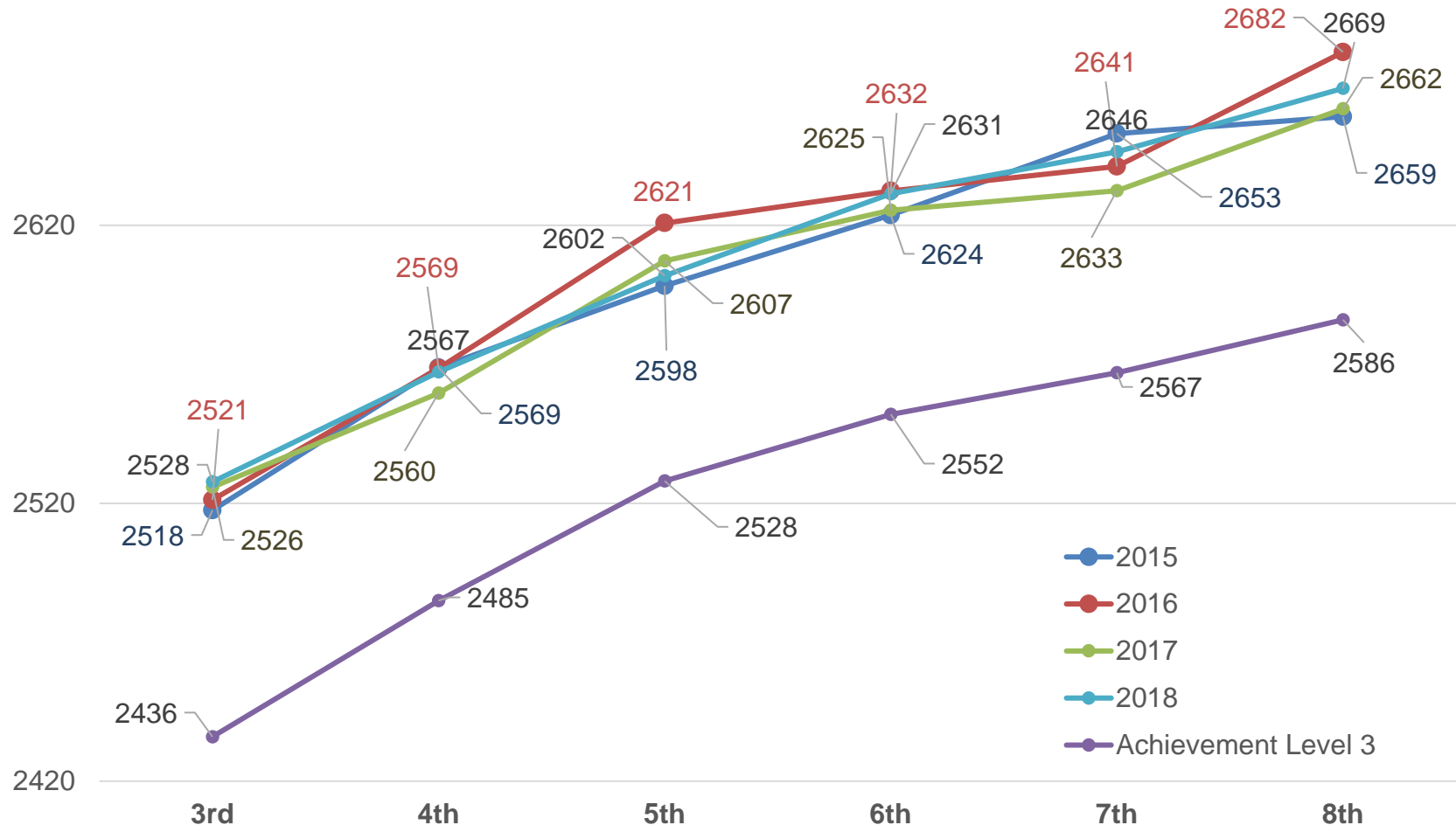
Mathematics Average Scale Score



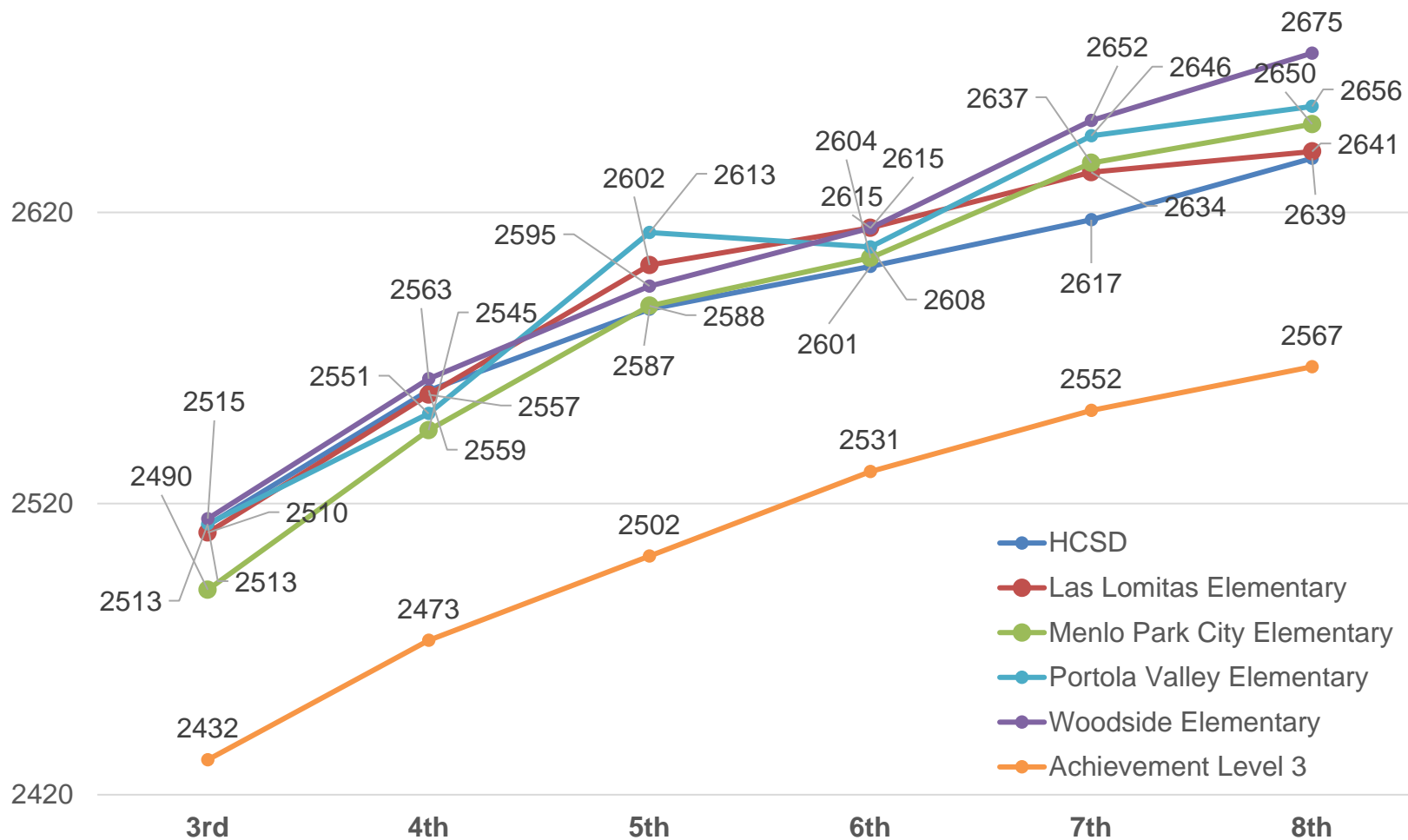
4-Year English Language Arts/Literacy (ELA) Average Scale Score



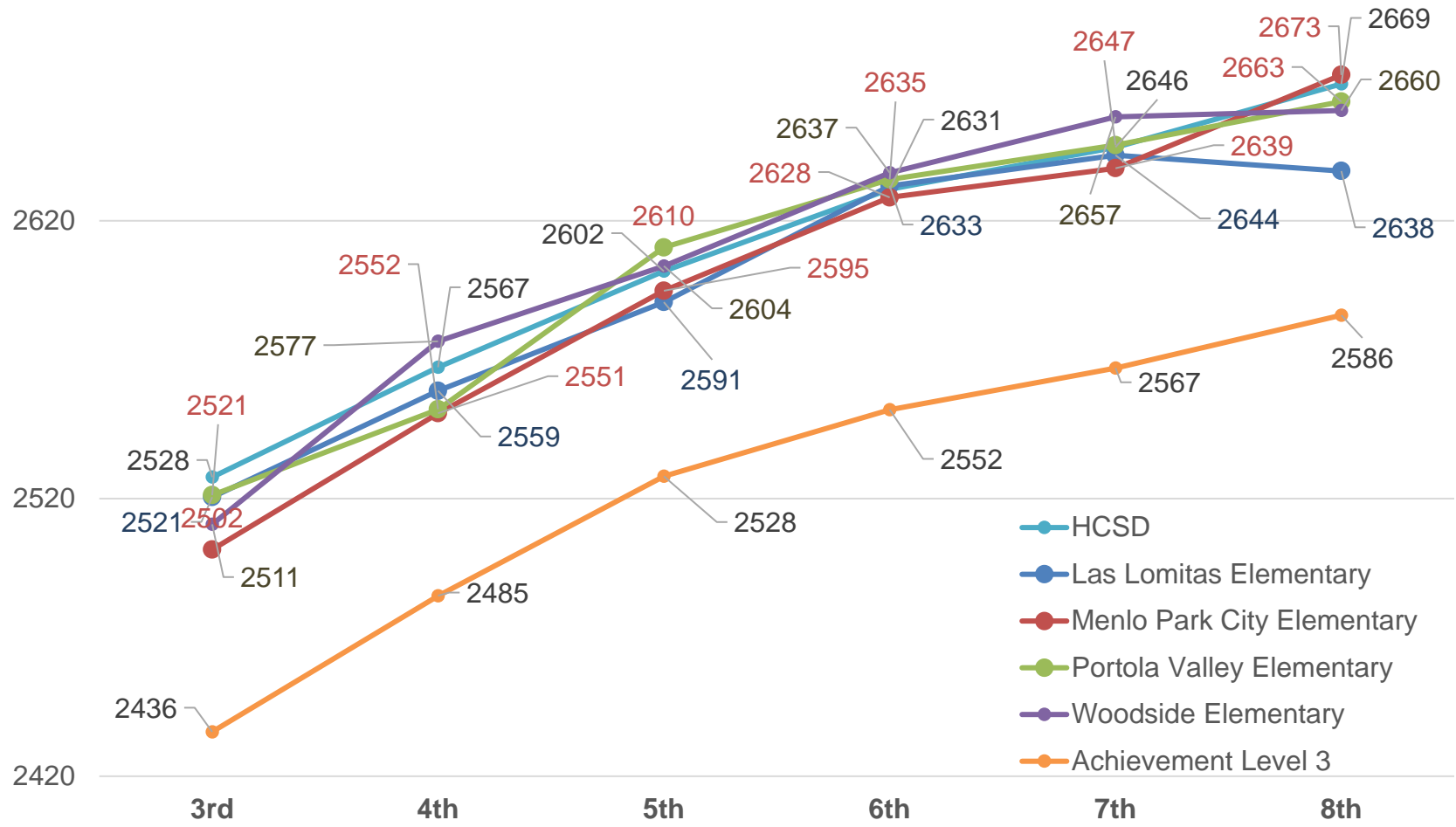
4-Year Mathematics Average Scale Score



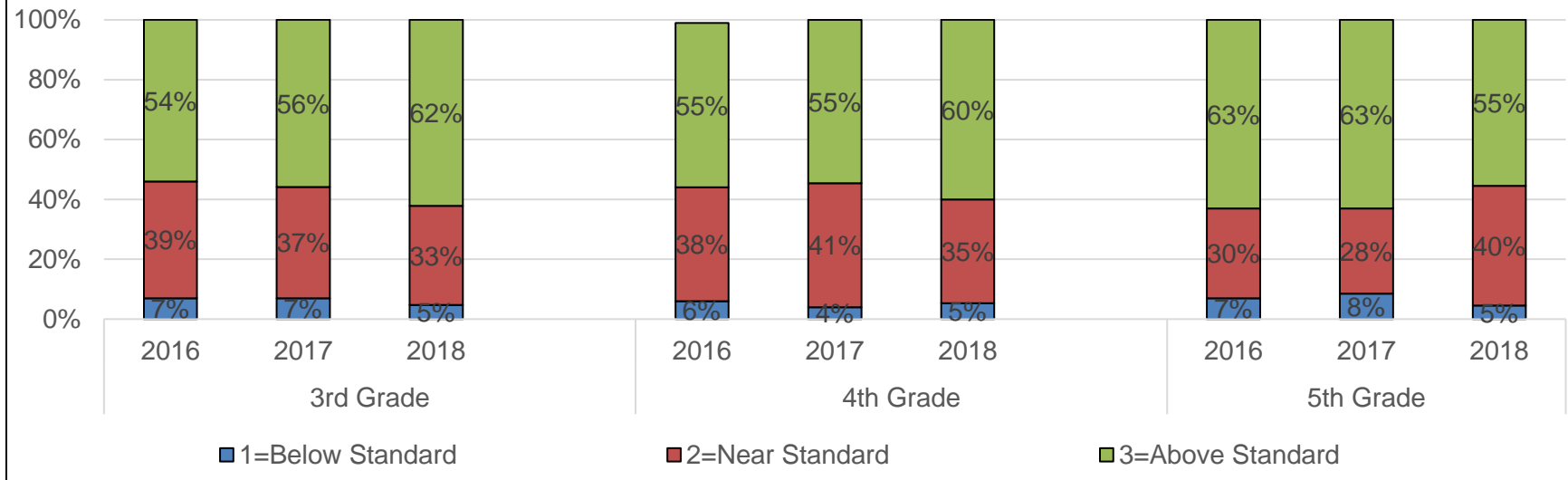
English Language Arts/Literacy (ELA) Average Scale Score



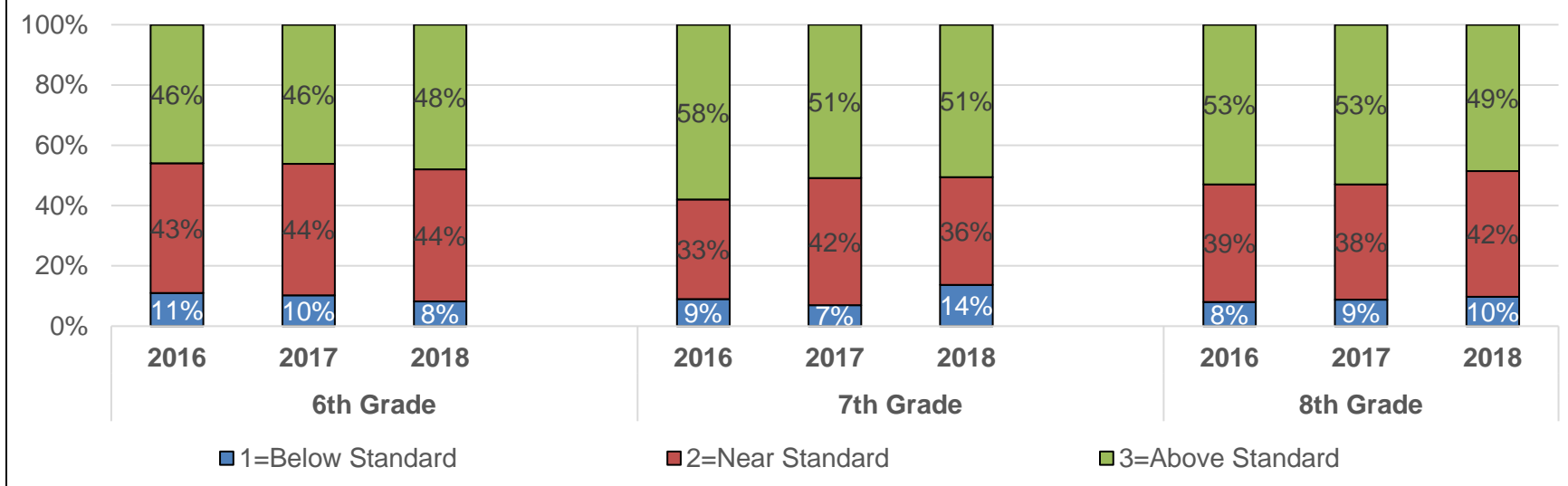
Mathematics Average Scale Score



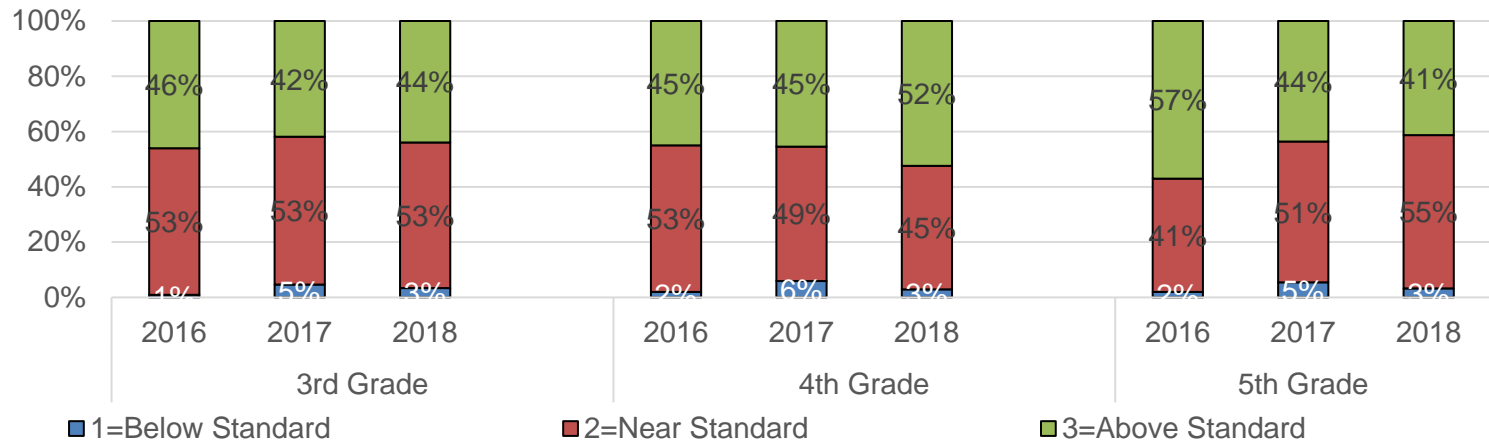
**Comparison of 2016, 2017, and 2018 Reading
3rd-5th Grades**



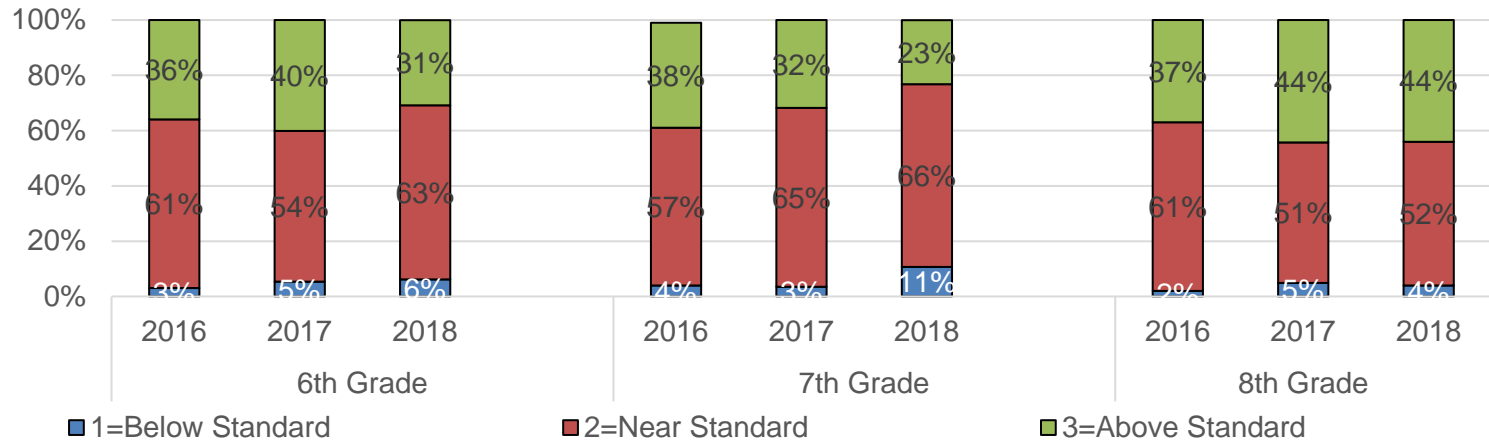
**Comparison of 2016, 2017, and 2018 Reading
6th-8th Grades**



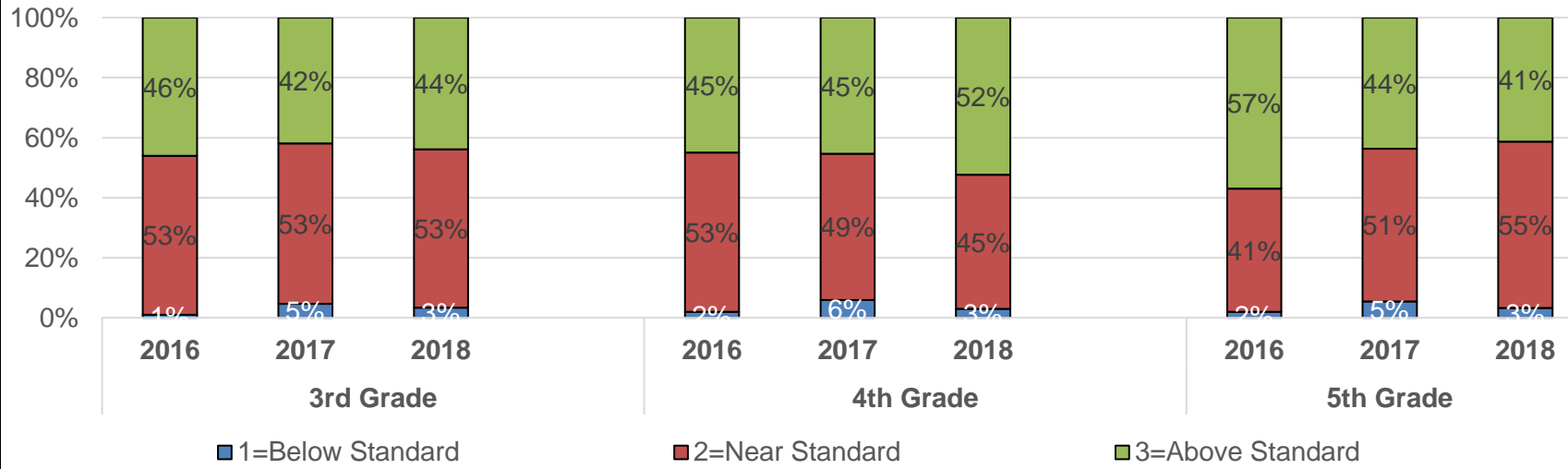
**Comparison of 2016, 2017, and 2018 Writing
3rd-5th Grades**



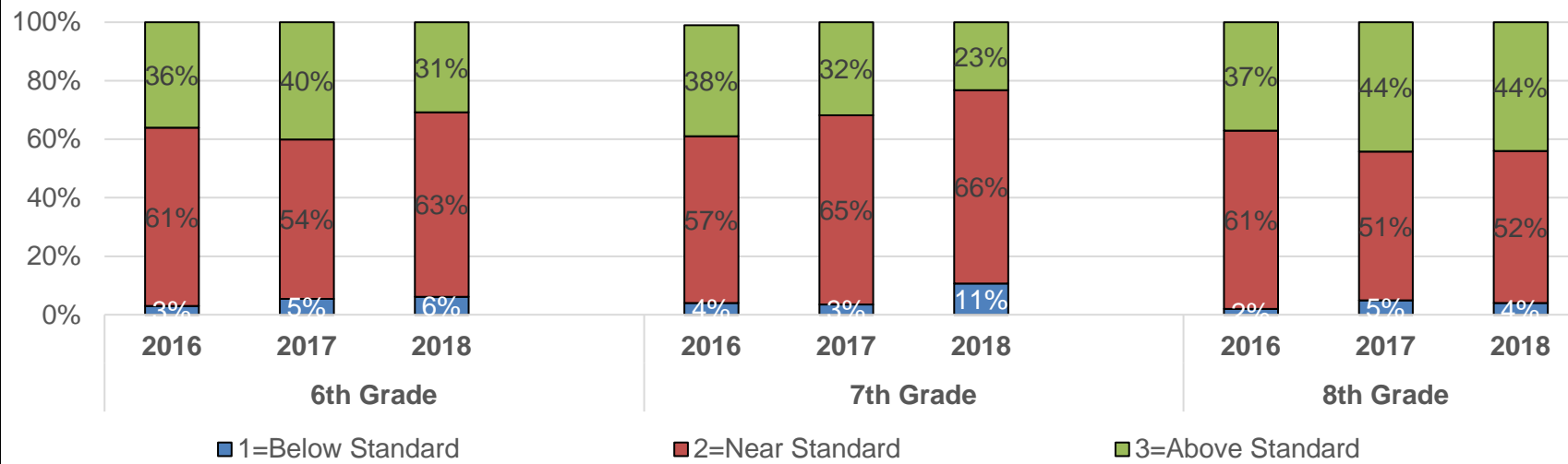
**Comparison of 2016, 2017, and 2018 Writing
6th-8th Grades**



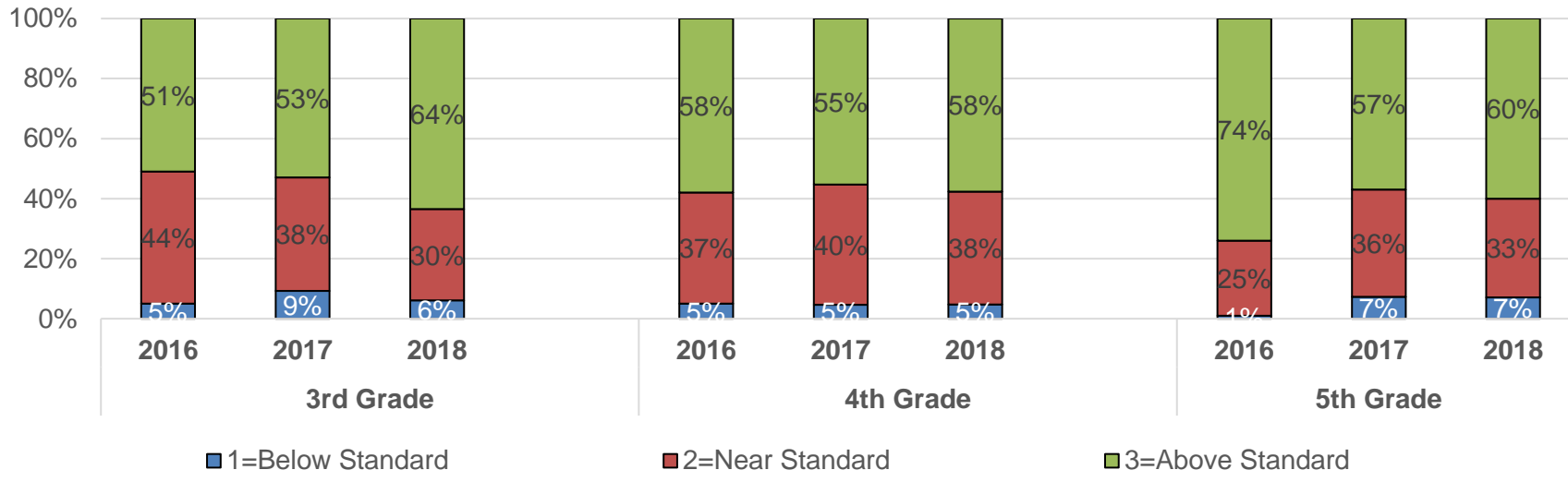
**Comparison of 2016, 2017, and 2018 Listening
3rd-5th Grades**



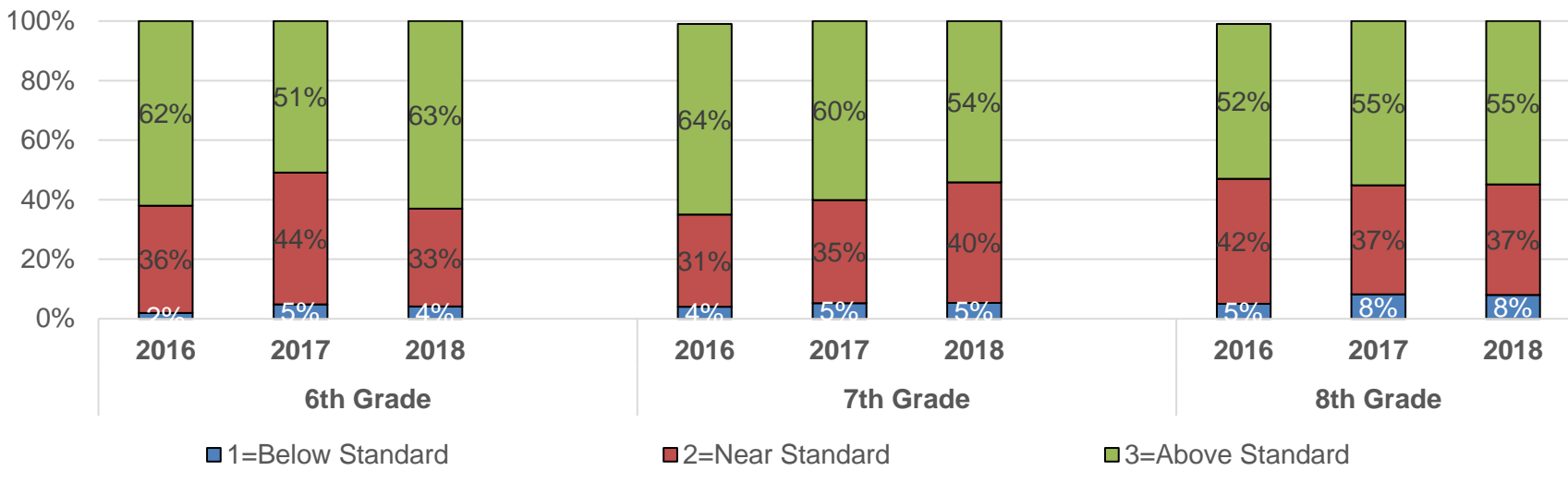
**Comparison of 2016, 2017, and 2018 Listening
6th-8th Grades**



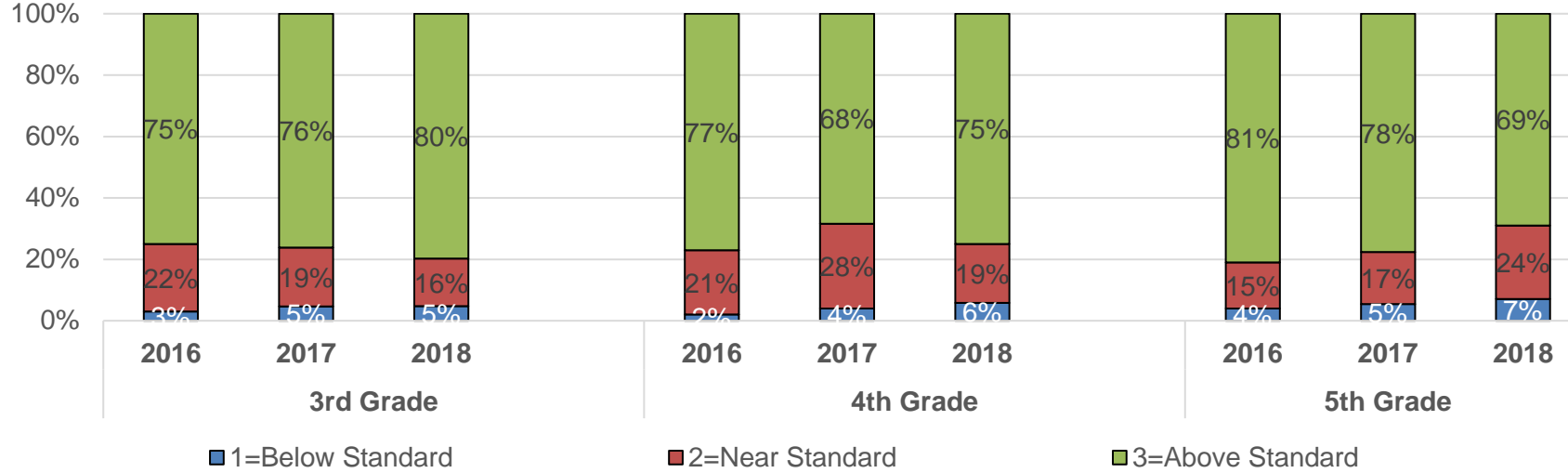
**Comparison of 2016, 2017, and 2018 Research/Inquiry
3rd-5th Grades**



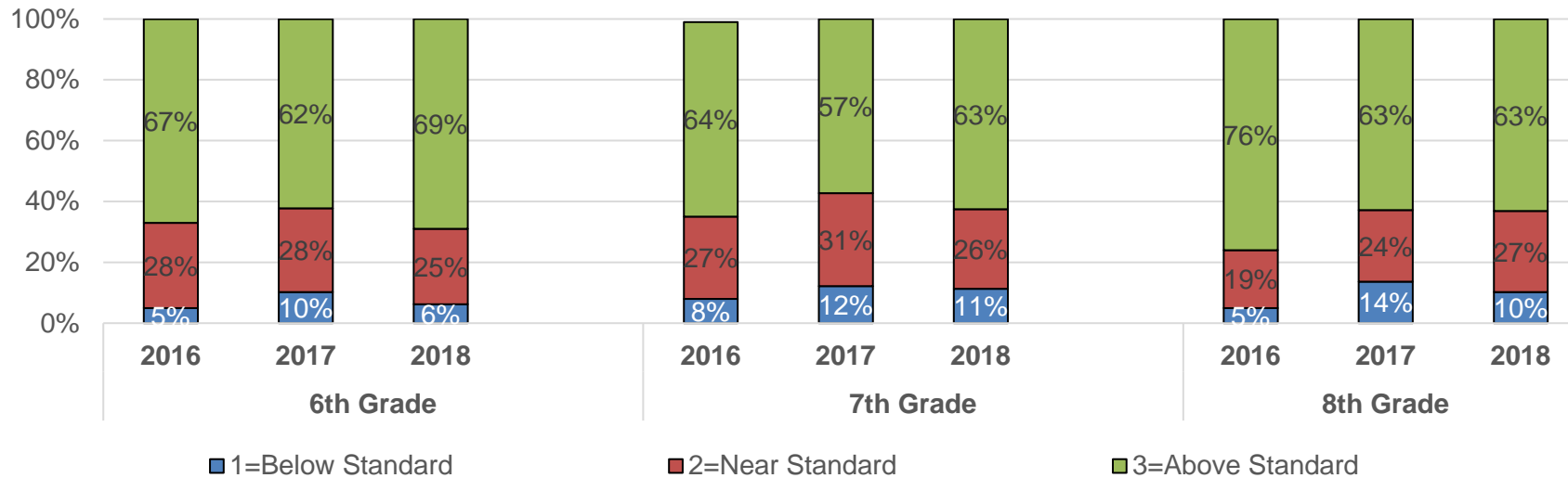
**Comparison of 2016, 2017, and 2018 Research/Inquiry
6th-8th Grades**



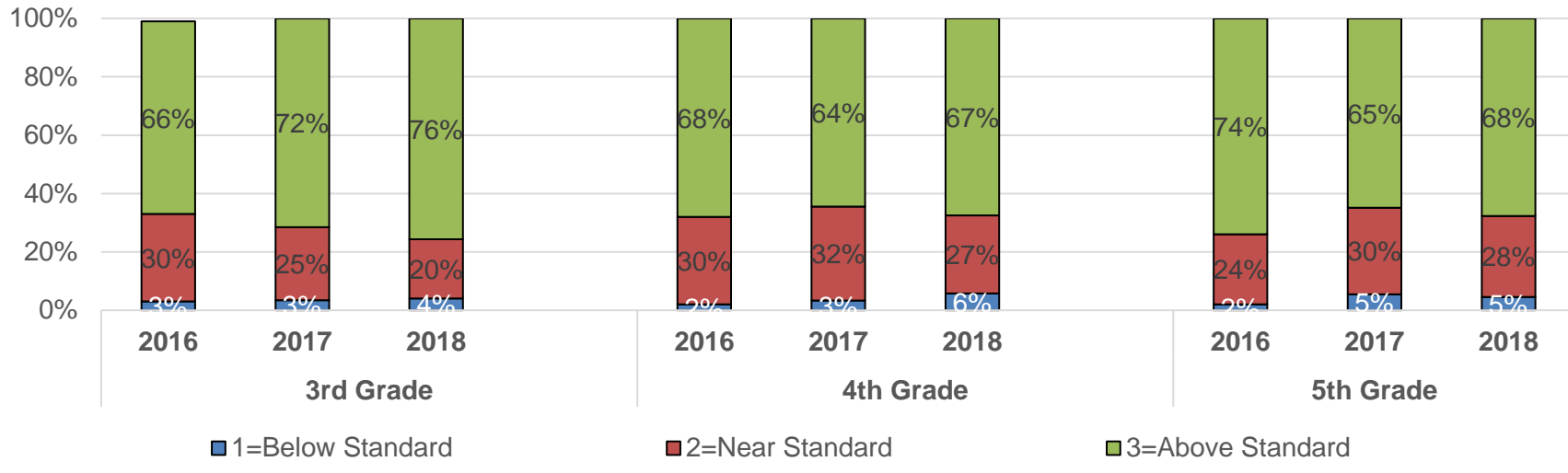
**Comparison of 2016, 2017, and 2018 Concepts & Procedures
3rd-5th Grades**



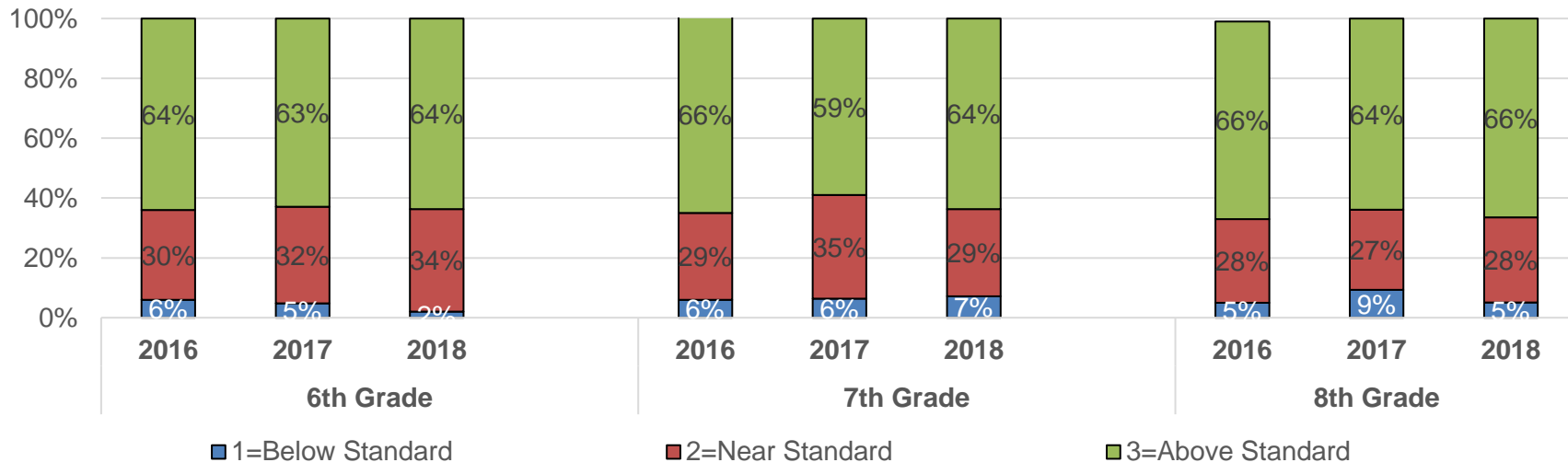
**Comparison of 2016, 2017, and 2018 Concepts & Procedures
6th-8th Grades**



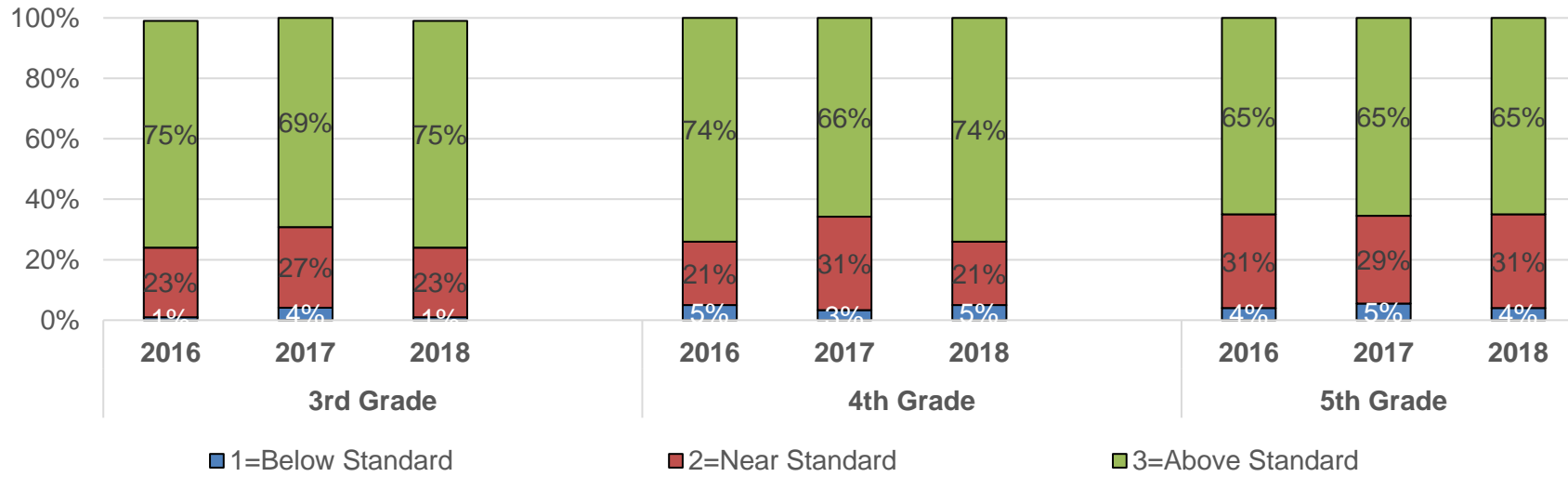
**Comparison of 2016, 2017, and 2018 Problem Solving and Modeling & Data Analysis
3rd-5th Grades**



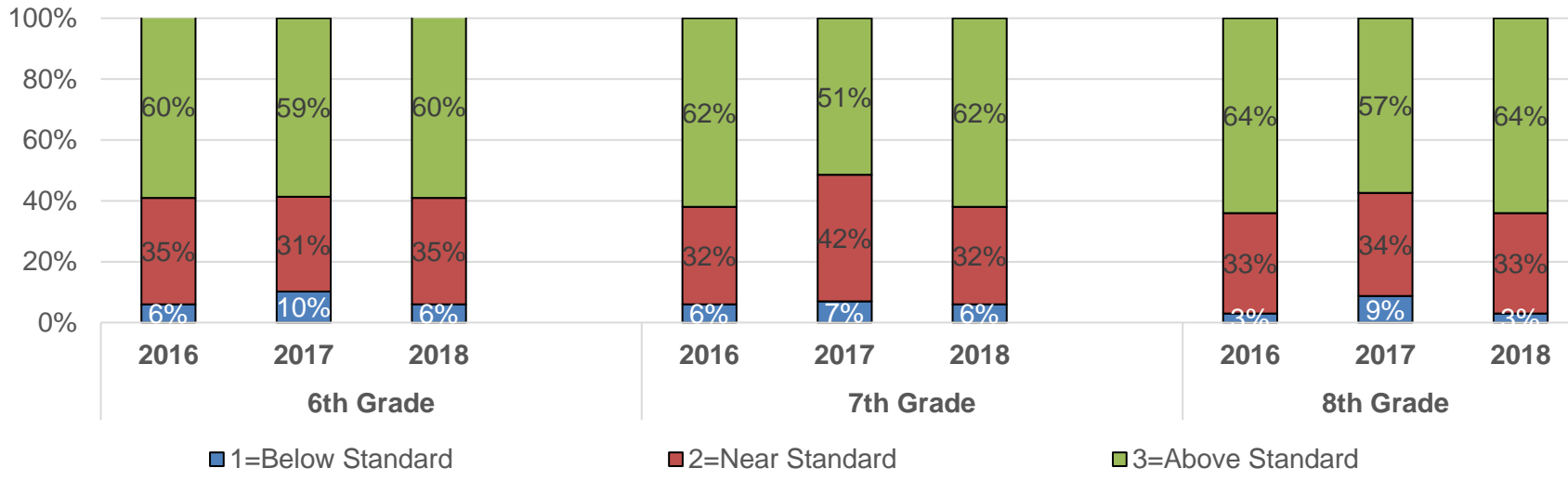
**Comparison of 2016, 2017, and 2018 Problem Solving and Modeling & Data Analysis
6th-8th Grades**



**Comparison of 2016, 2017, and 2018 Communicating Reasoning
3rd-5th Grades**



**Comparison of 2016, 2017, and 2018 Communicating Reasoning
6th-8th Grades**



Additional Resources

- **CAASPP Results:** <http://www.caaspp.cde.ca.gov/>
- **CAASPP Sample Student Reports:** <http://www.cde.ca.gov/ta/tg/ca/documents/caaspp16scorerpt.pdf>
- **Guide to Understanding CAASPP Student Reports:** <http://www.cde.ca.gov/ta/tg/ca/caasppsreports.asp>.
- **VIDEO: Student Score Reports:** <https://www.youtube.com/watch?v=PoxPJtFbBKE>
- **FAQs about Smarter Balanced Assessments:** <http://www.cde.ca.gov/ta/tg/sa/sbcommonqa.asp>
- **Scale Score Ranges for ELA and Math 2018:** <https://caaspp.cde.ca.gov/sb2018/ScaleScoreRanges>.
- **Descriptions Of What the Achievement Levels Mean at Each Grade:** <http://www.cde.ca.gov/ta/tg/ca/sbachievedescript.asp>
- **Descriptions Of What the Claim Achievement Levels Mean at Each Grade:**
<http://www.cde.ca.gov/ta/tg/ca/elaclaimdescript.asp>