
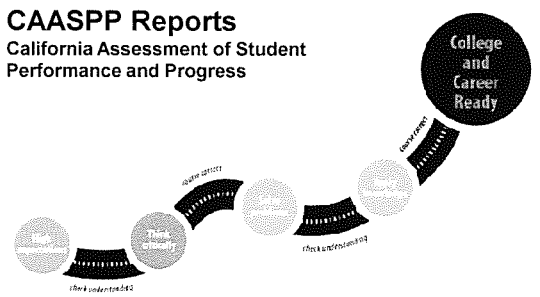


HAYWARD UNIFIED SCHOOL DISTRICT
ASSESSMENT, RESEARCH, AND EVALUATION DEPARTMENT




CAASPP Reports


California Assessment of Student Performance and Progress



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Agenda

- Introduction
- CAASPP Basics
- Overall Scores
- Claims
- Who Met the Gold Standard?

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CAASPP Assesses Desired Skills

- Problem Solving Perseverance
- Application of Knowledge
- Listening
- Reading Complex Texts
- Research
- Real-world math tasks

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A Framework for Interpretation

It's a beginning– this year's score is your baseline.


It's a transition – results may show fewer students have the skills right now, but we are on the right path.

It's the information we need – to help prepare our students for success in college and careers.

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Depth of Knowledge

DOK 1
Routine Thinking

- Can you recall?
- How would you describe?
- What might you notice as it is about?
- Can you explain?
- How can you find the meaning of?

- average
- calculate
- compare
- identify
- list
- recall
- recognize
- select
- state
- write

DOK 2
Conceptual Thinking

- Can you explain how it works?
- How would you apply what you learned to a new situation?
- How would you summarize?
- What do you think about?
- How would you estimate?
- How could you defend?

- compare
- classify
- conclude
- contrast
- create
- define
- describe
- explain
- infer
- investigate
- justify
- make
- predict
- relate
- represent
- select
- sequence
- summarize
- synthesize
- transfer
- transform
- use
- verify

DOK 3
Strategic Thinking

- How is it related to?
- What connections can be drawn?
- Can you elaborate on?
- How would you test?
- What evidence supports?
- What would happen if?
- Why is that the best answer?

- analyze
- compare
- conclude
- contrast
- create
- define
- describe
- explain
- infer
- investigate
- justify
- make
- predict
- relate
- represent
- select
- sequence
- summarize
- synthesize
- transfer
- transform
- use
- verify


DOK 4
Extended Thinking

- Write a research paper.
- What information can you gather to support your idea?
- Write a thesis, drawing conclusions from multiple sources.
- Apply information from one text to another to develop an argument.


- analyze
- compare
- conclude
- contrast
- create
- define
- describe
- explain
- infer
- investigate
- justify
- make
- predict
- relate
- represent
- select
- sequence
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Overall Scores

English Language Arts and Mathematics


Exceeded the Standard


Met the Standard


Nearly Met the Standard


Has Not Met the Standard

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Additional Scores: Claims

Above Standard

At/Near Standard

Below Standard

English Language Arts

1. Reading
2. Writing
3. Speaking & Listening
4. Research/Inquiry

Mathematics

1. Concepts & Procedures
2. Problem Solving, Modeling and Data Analysis
3. Communicating Reasoning

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Properties of the Reporting Scale

- Scores are on a vertical scale.
 - Expressed on a single continuum for a content area
 - Allows users to describe student growth over time across grade levels
- Scale score range
 - ELA/Literacy: 2114–2795
 - Mathematics: 2189–2862
- For each grade level and content area, there is a separate scale score range.

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Smarter Balanced Scale Score Ranges by Grade Level


Grade	Subject	Min	Max	Subject	Min	Max
3	ELA	2114	2623	Mathematics	2189	2621
4	ELA	2131	2663	Mathematics	2204	2659
5	ELA	2201	2701	Mathematics	2219	2700
6	ELA	2210	2724	Mathematics	2235	2748
7	ELA	2258	2745	Mathematics	2250	2778
8	ELA	2288	2769	Mathematics	2265	2802
11	ELA	2299	2795	Mathematics	2280	2862

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Smarter Balanced Scale Score Ranges for ELA/Literacy


Grade	Level 1	Level 2	Level 3	Level 4
3	2114–2366	2367–2431	2432–2489	2490–2623
4	2131–2415	2416–2472	2473–2532	2533–2663
5	2201–2441	2442–2501	2502–2581	2582–2701
6	2210–2456	2457–2530	2531–2617	2618–2724
7	2258–2478	2479–2551	2552–2648	2649–2745
8	2288–2486	2487–2566	2567–2667	2668–2769
11	2299–2492	2493–2582	2583–2681	2682–2795

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Smarter Balanced Scale Score Ranges for Mathematics


Grade	Level 1	Level 2	Level 3	Level 4
3	2189–2380	2381–2435	2436–2500	2501–2621
4	2204–2410	2411–2484	2485–2548	2549–2659
5	2219–2454	2455–2527	2528–2578	2579–2700
6	2235–2472	2473–2551	2552–2609	2610–2748
7	2250–2483	2484–2566	2567–2634	2635–2778
8	2265–2503	2504–2585	2586–2652	2653–2802
11	2280–2542	2543–2627	2628–2717	2718–2862

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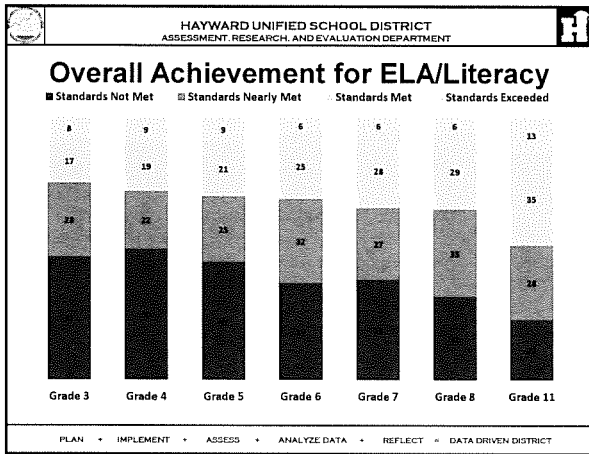


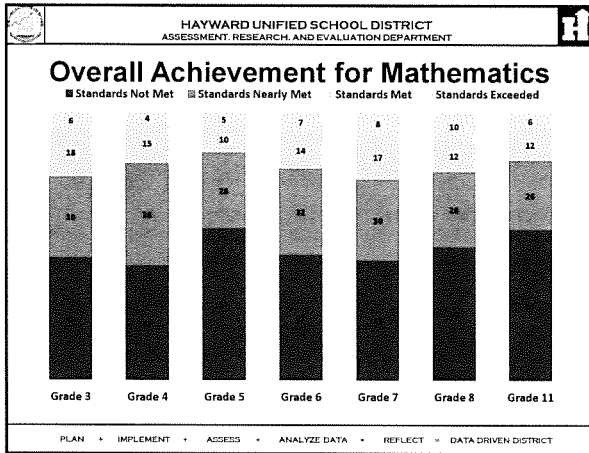
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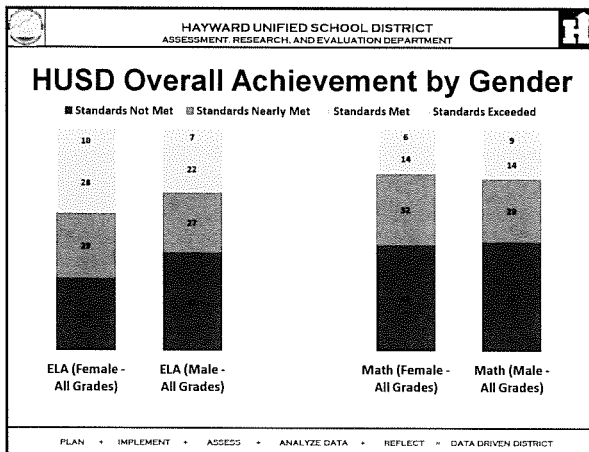


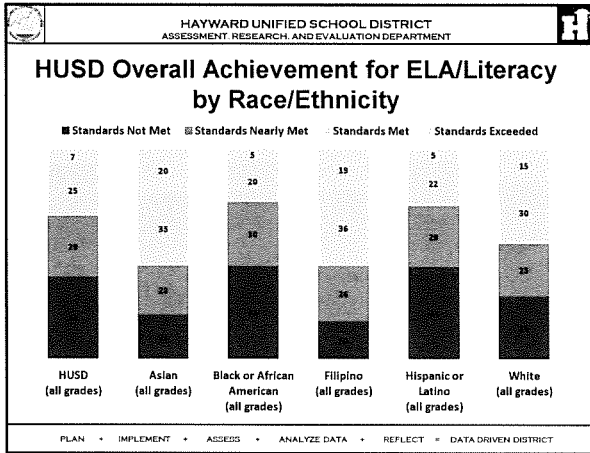
Overall Scores

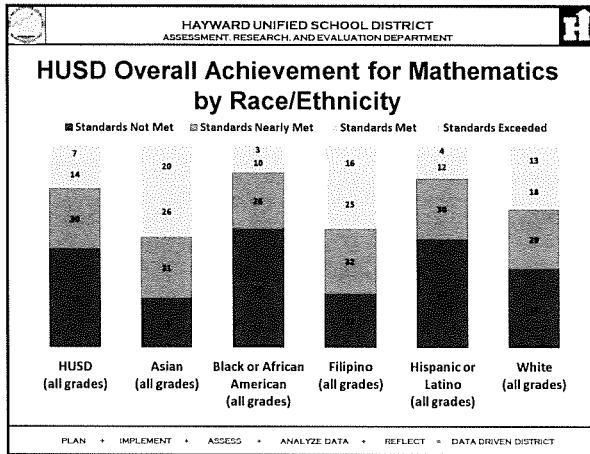
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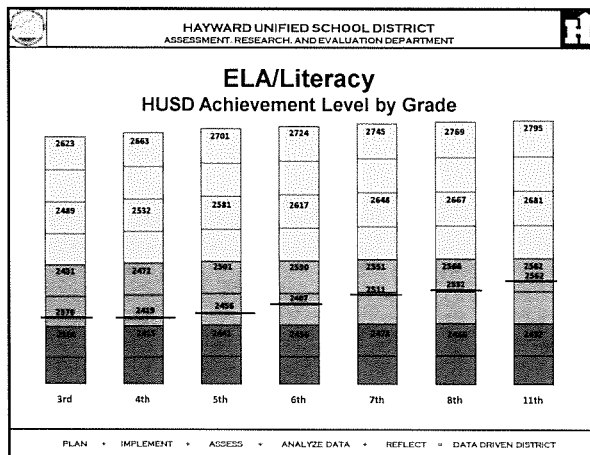


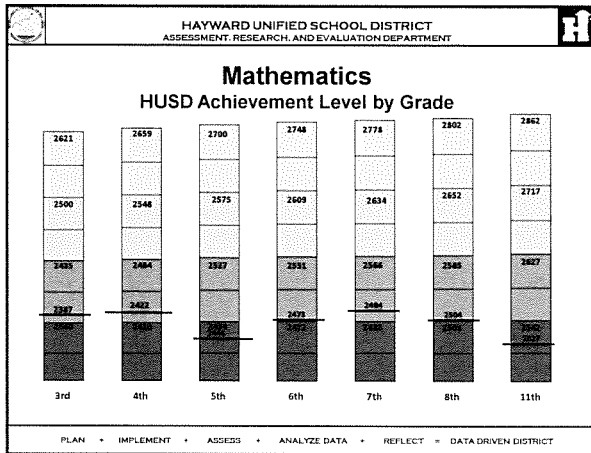












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Disseminating Information	Date
School Administrators Training	8-17-15
Presentation to Cabinet	8-31-15
Parent Outreach Workers	9-8-15
Release of Scores	9-9-15
Special Education Specialists	9-10-15
AASAI Presentation	9-15-15
Presentation to the Board of Education	9-16-15
ILT Data Analysis Session	9-17-15
Individual Student Reports mailed by...	10-15-15
