

HAYWARD UNIFIED SCHOOL DISTRICT
ASSESSMENT, RESEARCH, AND EVALUATION DEPARTMENT

CAASPP Reports
California Assessment of Student Performance and Progress

College and Career Ready

PLAN • IMPLEMENT • ASSESS • ANALYZE DATA • REFLECT • DATA DRIVEN DISTRICT

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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

<p>DOK 1 Routine Thinking</p> <ul style="list-style-type: none"> Can you recall? Can you identify? How would you describe what might be missing or left out? Can you select? How can you find the meaning of? <p>average calculate compare identify name recognize recall recall identify</p>	<p>DOK 2 Conceptual Thinking</p> <ul style="list-style-type: none"> Can you explain how affected? How would you apply what you learned to identify? How would you summarize? What do you think about? How would you compare? How would you contrast? <p>compare classify categorize measure group distinguish predict modify reconstruct organize infer summarize describe make observations</p>
<p>DOK 3 Strategic Thinking</p> <ul style="list-style-type: none"> How is related to? What conclusion can be drawn? Can you elaborate on? How would you test? What evidence supports? What would happen if? Who is that the best answer? <p>analyze compare contrast describe predict hypothesize critical investigate draw conclusions describe a logical sequence</p>	<p>DOK 4 Extended Thinking</p> <ul style="list-style-type: none"> 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 create an persuasive argument. <p>debate research present analyze critique synthesize create apply concepts</p>

Created by Henry Ford, 2011

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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.

8

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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

9

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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

10

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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

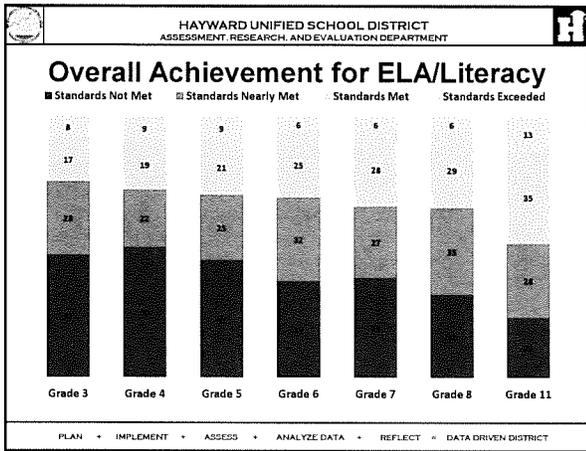
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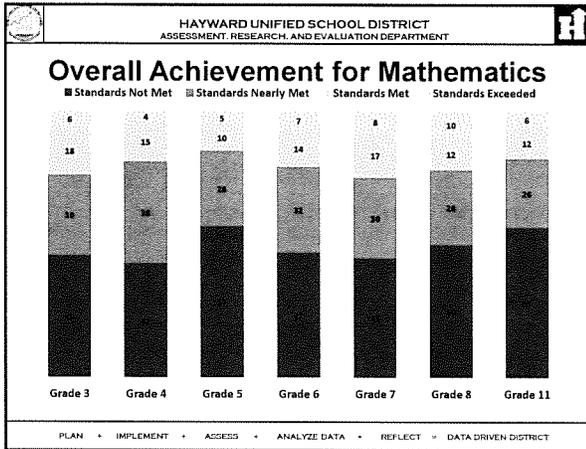
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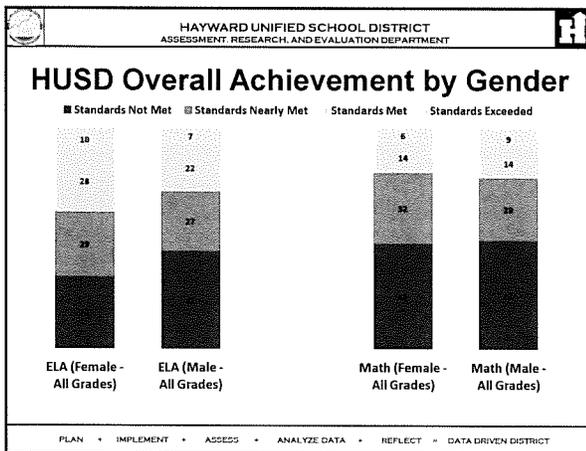

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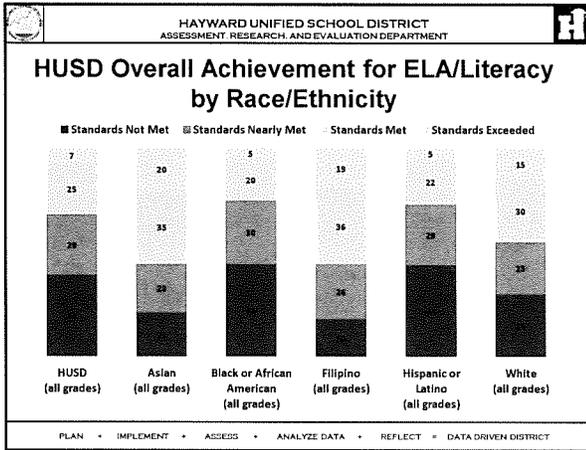
Overall Scores

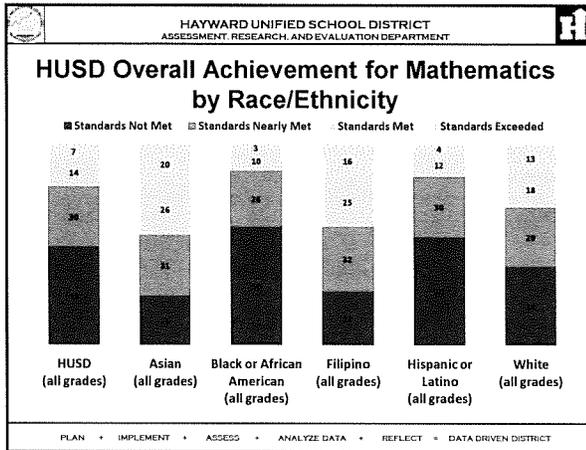
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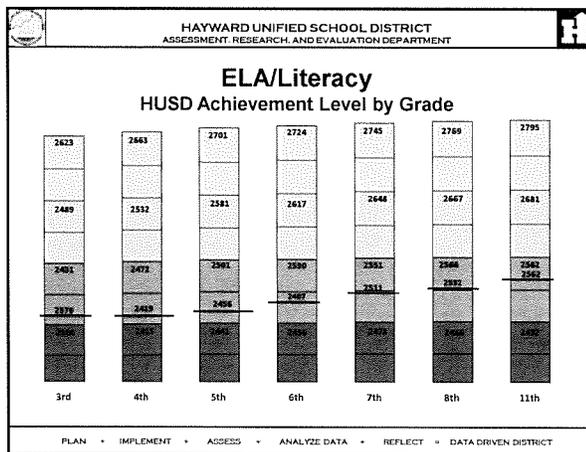


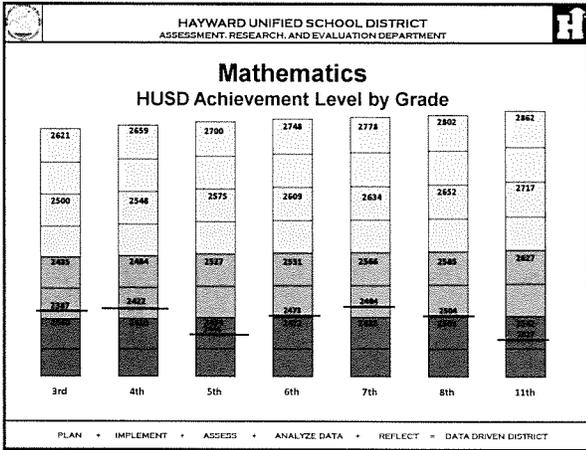












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Disseminating Information	Date
School Administrators Training	8-17-15
Presentation to Cabinet	8-31-15
Parent Outreach Workers	9-8-15
Release of Scores	9-9-15
Special Education Specialists	9-10-15
AASAI Presentation	9-15-5
Presentation to the Board of Education	9-16-15
ILT Data Analysis Session	9-17-15
Individual Student Reports mailed by...	10-15-15
