



Using Assessments to Help Students Learn

GRADE: 4

TEST DATE: Spring 2015

FOR THE PARENT/GUARDIAN OF:
AUSTIN WOODALL

Dear Parent/Guardian of AUSTIN WOODALL:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests for English language arts/literacy and mathematics. These new, online assessments have 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 supporting high-quality teaching and learning. That plan includes more challenging academic standards for English language arts/literacy and mathematics designed to foster college and career readiness. This report shows AUSTIN's achievement on these new tests. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) Program tests in these subject areas. Because this is the first year that all California students in grades 3–8 and 11 are taking these new tests, AUSTIN's overall scores may be viewed as a basis from which to compare performance in future years.

For a complete picture of your child's progress, I encourage you to discuss these results with AUSTIN's teacher(s).

Sincerely,

Tom Torlakson

Tom Torlakson,
State Superintendent of Public Instruction



AUSTIN's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

AUSTIN's overall score is: **2633**

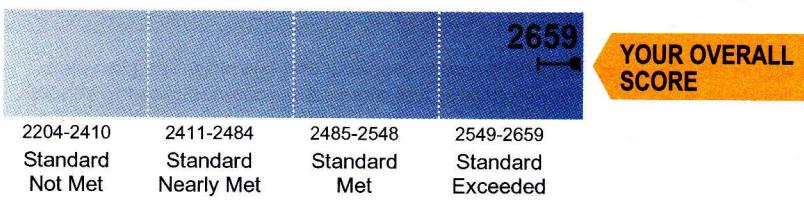


AUSTIN exceeded the achievement standard and demonstrated advanced knowledge and skills in English language arts/ literacy needed for success in future coursework.

AUSTIN's performance on the four areas that comprise this overall score can be seen on the back of this report.

MATHEMATICS

AUSTIN's overall score is: **2659**



AUSTIN exceeded the achievement standard and demonstrated the knowledge and skills in mathematics needed for success in future coursework.

AUSTIN's performance on the three areas that comprise this overall 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.

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

To learn more about these tests, visit the CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

Find complete results for schools, local education agencies (LEAs), and statewide at <http://www.cde.ca.gov/ta/tg/csa/> and your School Accountability Report Card (SARC) on the CDE SARC Web page at <http://www.cde.ca.gov/ta/ac/sar/> or ask for a copy of the SARC at your child's school.

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

California Department of Education (CDE)

A New Kind of Test for AUSTIN; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that AUSTIN took in the spring more broadly reflect California's state-adopted content standards than California's old tests, with content that will be needed to prepare students 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 new tests in ELA and mathematics also have a different scoring scale. Because they are based on different academic standards, these scores cannot be compared with scores from the Standardized Testing and Reporting (STAR) Program tests in ELA and mathematics.

These results are **one** measure of AUSTIN'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 they may be used to help guide a conversation with AUSTIN's teacher about how to progress in ELA and mathematics.

During this time of transition to new assessments, you will see additional changes in this report next year. California may also develop new assessments in other subjects, including, but not limited to science and history and social science aligned to state-adopted content standards.

AUSTIN's Results on California's Assessments

The following chart provides a further breakdown of AUSTIN'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 the CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

ENGLISH LANGUAGE ARTS/LITERACY

AUSTIN's overall score is: **2633**

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

MATHEMATICS

AUSTIN's overall score is: **2659**

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

A Comprehensive Plan for Student Success

These new assessments are just one part of California's comprehensive plan for supporting 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/>.