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Understanding California Assessment of Student Progress and Performance Summary Reports

Smarter Balanced Results Definitions

Number Enrolled—A count of students in the selected entity (i.e., state, county, district, school, or subgroup) who are eligible to take the Smarter Balanced Assessments in English language arts/literacy (ELA) and mathematics in grades 3—8 and grade 11.

Number Tested—A count of students in the selected entity (i.e., state, county, district, school, or subgroup) who were administered the Smarter Balanced Assessments in ELA and mathematics. This number excludes off grade testers, students not tested by parent/guardian request, and students not tested due to a significant medical emergency, and students that were assigned to take the test, but did not test.

Number of Tests with Scores—The number of valid scores includes student in the selected entity (i.e., state, county, district, school, or subgroup) who were enrolled during active testing window and responded to enough questions on both the Performance Task and the Computer Adaptive portions of the test to generate a score.

Mean Scale Score—The sum of scale scores for students in the selected entity (i.e., state, county, district, school, or subgroup) with valid scores divided by the Number of Tests with Scores

Note: The percent of students in the selected entity (i.e., state, county, district, school, or subgroup) at a particular achievement or area (claim) level is the sum of the number of students at a particular achievement level or area (claim) level divided by the total number of students across all achievement or claim levels for that entity.

CAASPP Reporting Calculations

For CAASPP public reporting purposes, the exemption date for recently arrived English learners (ELs) is calculated by subtracting 12 months from the middle of the LEA's selected testing window. The exemption date for CAASPP reporting varies by LEA because it is based on each LEA's selected testing window.

- Any recently arrived EL whose first date of entry into a U.S. school, as shown in the California Longitudinal Pupil Achievement Data System (CALPADS), is after the exemption date, did not need to take the 2016 ELA assessment and will not be included in any aggregate CAASPP reporting. However, ELs with an enrollment date that is after the exemption date who chose to participate in the ELA test will be included only in the percent of students tested calculations.

- Any recently arrived EL whose first date of entry into a U.S. school is after the exemption date will not be included in any aggregate CAASPP scoring calculations.

Reporting Achievement Level Descriptors

English Language Arts/Literacy Achievement Level Descriptors

Grade	Standard Exceeded: Level 4	Standard Met: Level 3	Standard Nearly Met: Level 2	Standard Not Met: Level 1
Grades 3–8	The student has made progress and **exceeded** the grade standard in English language arts/literacy. The student appears ready for future coursework.	The student has made progress and **met** the grade standard in English language arts/literacy. The student appears ready for future coursework.	The student has **nearly met** the grade standard English language arts/literacy needed for likely success in future coursework. Please discuss with the student's teacher(s) ways to help the student improve.	The student has **not met** the achievement grade standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework. Please discuss with the student's teacher(s) ways to help the student improve.
Grade 11	The student exceeded the grade eleven standard for English language arts/literacy and is ready for future coursework. Early Assessment Program (EAP) Status: Ready for English college-level coursework.	The student met the grade eleven standard for English language arts/literacy and appears ready for future coursework. Early Assessment Program (EAP) Status: Conditionally ready for English college-level coursework.	The student nearly met the grade eleven standard for English language arts/literacy needed for likely success in future coursework. Please discuss with the student's teacher(s) steps to help the student improve. Early Assessment Program (EAP) Status: Not yet demonstrating readiness for English college-level coursework.	The student did not meet the grade eleven standard for English language arts/literacy and did not demonstrate readiness for future coursework. Please discuss with the student's teacher(s) steps to help the student improve. Early Assessment Program (EAP) Status: Not demonstrating readiness for English college-level coursework.

Mathematics Area Achievement Level Descriptors

Grade	Standard Exceeded: Level 4	Standard Met: Level 3	Standard Nearly Met: Level 2	Standard Not Met: Level 1
Grades 3–8	The student has made progress and exceeded the grade standard for mathematics. The student appears ready for future coursework.	The student has made progress and met the grade standard for mathematics. The student appears ready for future coursework.	The student nearly met the grade standard for mathematics needed for likely success in future coursework. Please discuss with the student's teacher(s) ways to help the student improve.	The student did not meet the grade standard for mathematics needed for likely success in future coursework. Please discuss with the student's teacher(s) ways to help the student improve.

| Grade 11 | The student exceeded the grade eleven standard for mathematics and is ready for future coursework.

Early Assessment Program (EAP) Status: Ready for mathematics college-level coursework. | The student met the grade eleven standard for mathematics and appears ready for future coursework.

Early Assessment Program (EAP) Status: Conditionally ready for mathematics college-level coursework. | The student nearly met the grade eleven standard for mathematics needed for likely success in future coursework. Please discuss with the student's teacher(s) steps to help the student improve.

Early Assessment Program (EAP) Status: Not yet demonstrating readiness for mathematics college-level coursework. | The student did not meet the grade eleven standard for mathematics and did not demonstrate readiness for future coursework. Please discuss with the student's teacher(s) steps to help the student improve.

Early Assessment Program (EAP) Status: Not demonstrating readiness for mathematics college-level coursework. |

Smarter Balanced Summative Assessments

Area (Claim) Descriptors

English Language Arts/Literacy Achievement Level Descriptors

Area	Above Standard	Near Standard	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 complexityunderstand 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	The student demonstrates **some** ability to deliver information orally for a variety use effective listening skills for a range of	The student **does not** demonstrate the ability to use

	for a range of purposes and audiences, and to critically interpret and use information delivered orally.	purposes and audiences, and to accurately interpret and use information delivered orally.	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.

Area (Claim) Descriptors

Mathematics Area Achievement Level Descriptors

Area	Above Standard	Near Standard	Below Standard
Concepts and Procedures	**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.	**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.	**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.
Problem Solving/Modeling and Data Analysis	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.	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.	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.
Communicating Reasoning	**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.	**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.	**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.