

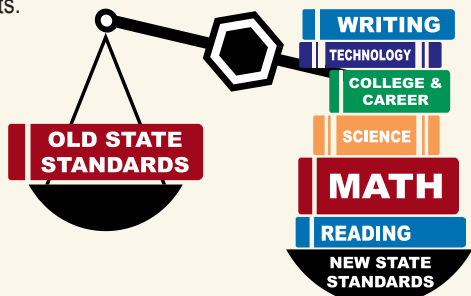
SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

California Assessment of Student Performance and Progress (CAASPP)

2015 Tip Sheet for Parents

HIGHER EXPECTATIONS

These new assessments are aligned with our new content standards, which set **HIGHER EXPECTATIONS** for our students.



NO COMPARISON

The new CAASPP assessment results cannot be **COMPARED** to previous state assessments because they are reflective of the increased rigor of our new state standards.



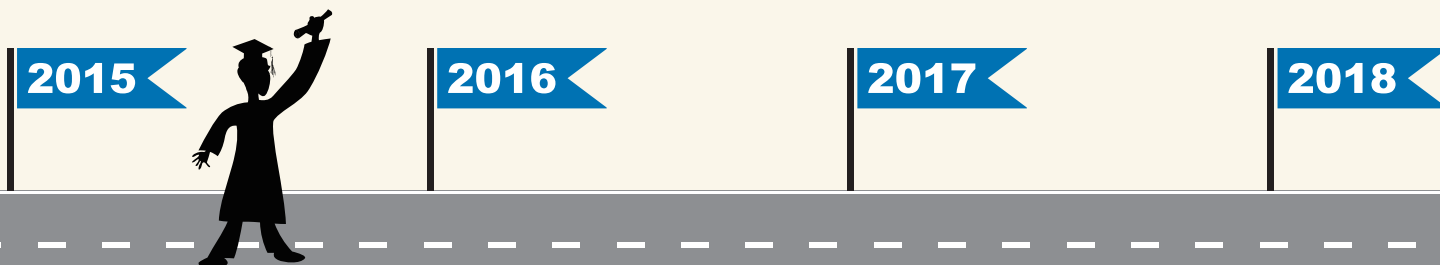
CAASPP



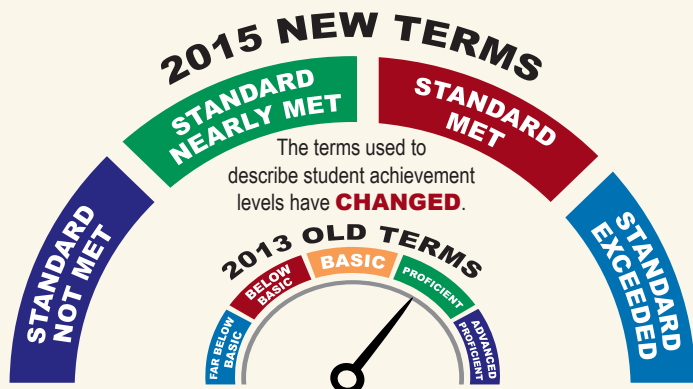
California
STAR Test

TRACK PROGRESS

2014-15 results will serve as a starting point to help **TRACK** students' progress over time.

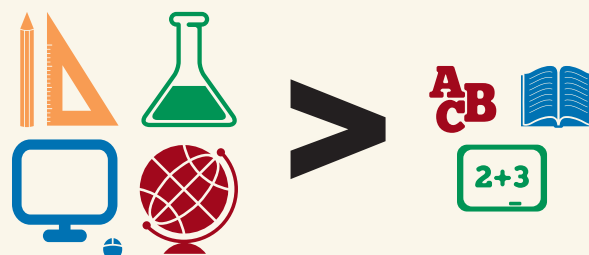


NEW MEASUREMENT



GREATER EXPECTATIONS

The new scores do not mean that students have fallen behind or learned less. It simply means that we're **EXPECTING MORE** from them and are aligning what's being taught in the classroom with what they will need to know when entering college or the workforce.



Using Assessments to Help Students Learn

LOCAL ID #: 12357

STUDENT #: 4444444444

GRADE: 5

DATE OF BIRTH: 02/01/1986

TEST DATE: SPRING 2014

FOR THE PARENT/GUARDIAN OF:

Emily King

1234 W Zoom Road 5th Building
Alum Rock Union Elementary School District
Lancaster, CA 95112-9282

SCHOOL: Valley Academy of Arts and Sciences High School

LEA: Hamilton Unified

Dear Parent/Guardian of Emily King:

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 Emily'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, Emily's overall scores may be viewed as a basis from which to compare the performance in future years.

Additionally, children in grades 5, 8, or 10 took a science test. Emily's results on California's science assessment can be found on the back of this report.

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

Sincerely,

Tom Torlakson

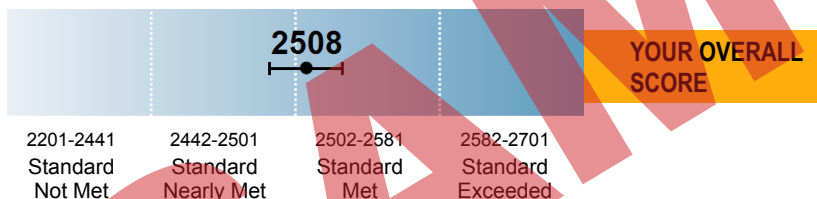
Tom Torlakson,
State Superintendent of Public Instruction



Emily's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2508**

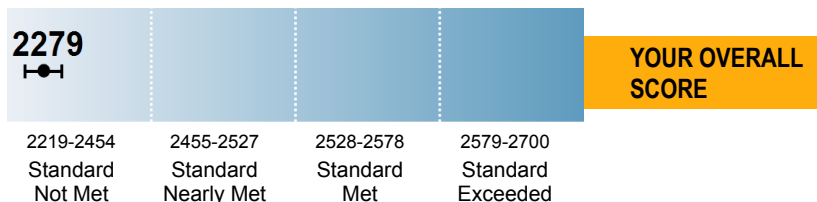


Emily met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework.

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

MATHEMATICS

Emily's overall score is: **2279**



Emily did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for success in future coursework.

Emily'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 Emily'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/ca/> and your School Accountability Report Card (SARC) on the CDE SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/> or ask for a copy of the SARC at your child's school.