

Parent Training

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**CALIFORNIA ASSESSMENT FOR STUDENT
PERFORMANCE AND PROGRESS (CAASPP) ASSESSMENTS
SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC)**



Why?



Transition to

COMMON CORE

STATE STANDARDS

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

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- In order to be aligned with our new Common Core Standards- our assessments have to change also!
- This shift in education is necessary for our students to be successful individuals, leaving high school college and career ready.
- Being college and career ready requires our students to apply the knowledge they have gained throughout their education to problem solve and persevere



- The California Assessment of Student Performance and Progress, or **CAASPP**, is the new state academic testing program and has replaced the Standardized Testing and Reporting, or STAR Program, that we are used to.
- **CAASPP** is a system intended to provide information that can be used to monitor student progress and to ensure that all students leave high school ready for college and career.

This year 2015....

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CAASPP includes:

- Computer adaptive tests in
 - **English-language arts** - 3-8th, 11th Grades
 - **Mathematics** - 3-8th, 11th Grades
- Paper- based test in:
 - **Science** in grades *5, 8, and 10.*

Computer Adaptive Testing- CAT

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Our students have already been exposed to computer-based testing through the field test (practice run) administered in the spring of 2015.



Will be unlike traditional paper-pencil tests; they are a web-based computer-adaptive assessments.

CAT.... What does that mean?

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- The **C**omputer **A**daptive **T**esting (CAT) system molds to the students ability.
- When a student answers a question, the assessment determines which question is the next developmentally appropriate question for the student. The ability range includes two grades above and two grades below the testing grade.





For example....

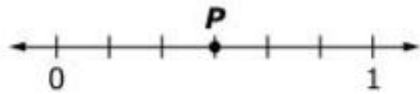
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....if a student answers a question correctly the next question will be a more challenging one. If the student answers the question incorrectly the next question will be an easier one. Based on the student responses, the assessment continues to adapt and creates an individually tailored set of questions for each student that identifies which skills students have mastered.

This approach to testing allows students to show what they really know and have learned.

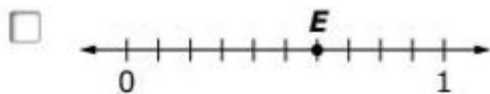
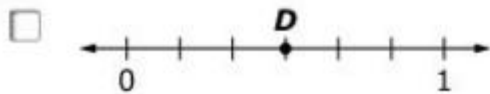
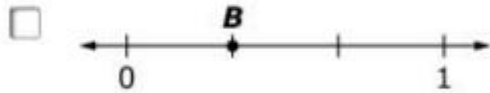
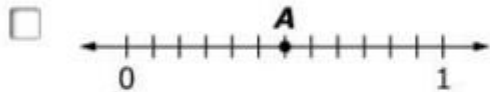


Use this number line to solve the problem.



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Choose **all** the number lines that show a number equal to the number shown by point *P*.



1988



Does replacing the unknown number with 7 make each equation true?
Select Yes or No for each equation.

	Yes	No
$6 \times \square = 36$	<input type="checkbox"/>	<input type="checkbox"/>
$8 \times \square = 64$	<input type="checkbox"/>	<input type="checkbox"/>
$49 \div \square = 7$	<input type="checkbox"/>	<input type="checkbox"/>
$54 \div \square = 6$	<input type="checkbox"/>	<input type="checkbox"/>



A student is writing a story for class about a red-tailed hawk. Read the draft of the story and complete the task that follows.

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"It's so cool! Take a picture of it!" Dad responded.

I grabbed our camera. My plan was to sneak up on the hawk. However, a storm had left leaves all over the yard and it was hard to be quiet. I started snapping pictures.

Suddenly the hawk made a screeching sound and flew over to a tree in the neighbor's yard.

"Look Dad, there it is!" I yelled. I had just spotted the red-tailed hawk. It had been flying over the field before landing in our tall pine tree.

I exclaimed, "C'mon Dad, let's go look at the pictures!"

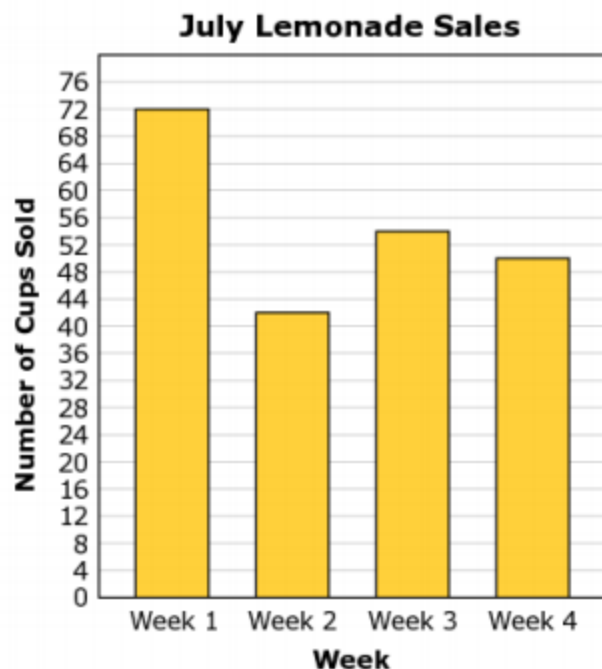
The first sentence of the story is not the best beginning. Move the groups of sentences so that the group that makes the **best** beginning comes first.



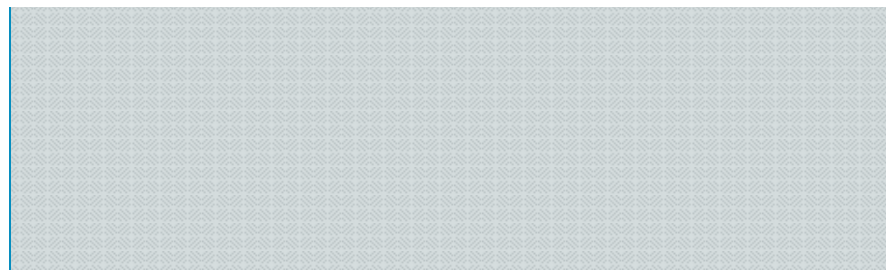
A student is writing a research report about elephants. The student took notes and thought of three main ideas for her report. Click on the box to show the main idea that each note **best** supports.

	Main Idea A: Where elephants are found	Main Idea B: What elephants eat	Main Idea C: What elephants look like
Note 1: Elephants need 300 pounds of food every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note 2: An elephant has a long nose called a trunk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note 3: Elephants like grass, leaves, and roots for their meals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note 4: Elephants live in deserts and rainforests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Jaleen has a lemonade stand. The bar graph below shows the number of lemonade cups sold in each of four weeks in July.



Use the **July Lemonade Sales** bar graph to complete this task.



2.

How many total cups of lemonade did Jaleen sell in July?

Performance Task for 3rd Grade Math

1.

The bar graph shows how many cups of lemonade Jaleen sold in July.

Complete the table to show how many cups Jaleen sold each week.

July Lemonade Sales	
Week	Cups Sold
1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>

3.

Jaleen also sold lemonade for 4 weeks in August. She compares her weekly sales in July to her weekly sales in August.

- For week 1, she sold 22 fewer cups in August than in July.
- For week 2, she sold 18 more cups in August than in July.
- For week 3, she sold 26 more cups in August than in July.
- For week 4, she sold 25 fewer cups in August than in July.

Complete the table to show how many cups Jaleen sold each week in August.

August Lemonade Sales	
Week	Cups Sold
1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>

4.

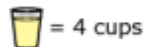
Use the **August Lemonade Sales** from Item 3 to complete this task.

Create a picture graph that shows the number of cups of lemonade Jaleen sold each week in August.

In the graph you may use whole and half pictures for each cup.

- First click on the key to show the scale that you will use for your graph.
- Then click on the cups to create the graph.

A. Select the key you will use.



= 4 cups



= 10 cups



= 20 cups

B. New picture graph

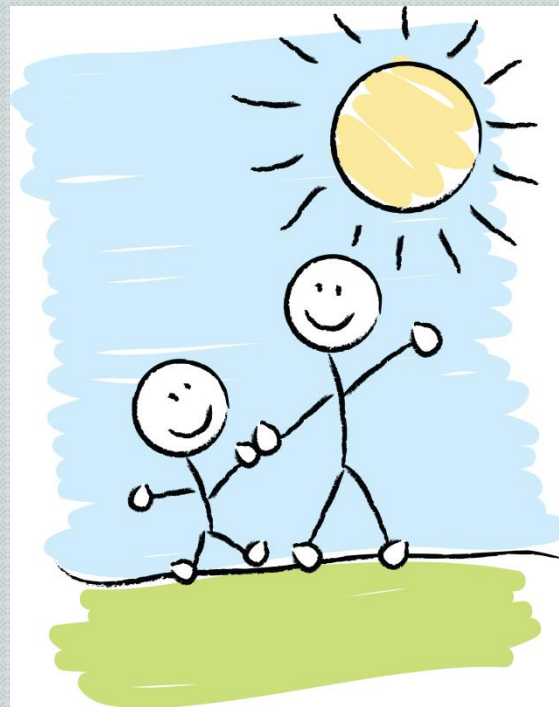
August Lemonade Sales

Week	Lemonade
Week 1	
Week 2	
Week 3	
Week 4	

Performance Task for 3rd Grade Math

How parents can help!

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How can you help your child in math?

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- Help children practice their addition, subtraction, multiplication and division facts.
- Encourage children not to give up while solving problems, to build stamina and develop their critical thinking skills. Don't give them the answers - ask them to think of different ways they can solve problems.
- Have children illustrate the math they were thinking in their head and discuss it out loud.
- Have children apply their math knowledge to a real-world scenario at home, such as doubling a recipe or calculating the area of a room.

How can you help your child in literacy?

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- Ask your child specific questions about what they read.
- Encourage children to read, then write and speak about, nonfiction text such as newspapers, magazines, and biographies.
- Encourage children to research topics of interest and read series that relate to a central topic.
- Have your child follow step by step instructions or a set of directions in order to accomplish a task, such as building a sandcastle or operating a game.

How you can help prepare your child?

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- Students need ongoing opportunities to develop and practice their keyboarding skills.
- Practice and Training tests are intended to familiarize and prepare students for CAASPP.
- Practice and Training tests are available for use throughout the year.

Lets take a look.....

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Take the Practice and Training Tests

FIRST LOOK AT NEW ASSESSMENT



<http://www.smarterbalanced.org/practice-test/>

Or

<http://caaspp.org/practice-and-training/index.html>

Student Reports

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Student Reports Timelines

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- Results will be available to Districts electronically in about two to four weeks after students complete the entire assessment.
- Paper student reports will arrive 8 weeks after the entire District finishes testing.
- Districts will send student reports to parents within 20 days after receipt.

What will they look like?

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Results will include a *Scale Score* and an *Achievement Level Descriptor*

Scale scores are the basic unit of reporting. These scores will fall along a continuous vertical scale (from approximately 2000-3000) that increases along grade levels.

- Illustrates current level of achievement and growth over time
- When aggregated- can describe school or district level changes

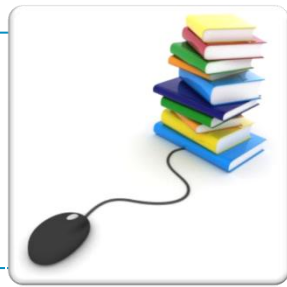
Achievement Level Descriptors (ALDs) are aligned with CCSS and Smarter Balanced assessment claims for ELA and MATH

- Purpose- to specify, in content terms, these knowledge and skills that students display at FOUR levels of achievement (Level 1, Level 2, Level 3, Level 4).
- May also be described in qualitative terms such as “novice, developing, proficient, advanced” or others.

Student Assessment Results Reports

- Scale scores and achievement levels (i.e., results) from the Smarter Balanced Summative Assessments **cannot and should not** be compared with results from the previous STAR Program:
 - Different standards assessed
 - Different item types used
 - Different levels of cognitive rigor involved
 - Different scales and achievement levels reported

More Resources



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- <http://achievethecore.org/common-core-intro-for-parents>
- <http://www.cde.ca.gov/ta/tg/ca/>

Contacts

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- Other: