



## CAASPP 学生成绩单指南



# 英语艺术 / 读写与数学的 加州评估

### 加州教育局

本指南将协助您了解贵子女的成绩单与提供的建议。

#### 1 贵子女的数据

此处提供贵子女的学号、出生日期、年级、测验日期、学校，以及地方教育机构。如果有的话，您的邮件地址也会显示在此部份中。

#### 2 来自州立公共教育主管的说明信 [Child's Name]的家长 / 监护人:

2015 年加州学生成绩与进度评估（英文名称缩写为 CAASPP）包括英语艺术 / 读写与数学的新测验。这些新的在线测验，已经取代这些科目的旧测验，以提供更好的信息并协助学生学习。

新的评估是为协助优质教学所制定的加州综合计划的一部份。这项计划包括英语艺术 / 读写与数学科目更高的学业标准，以帮助准备大学就学与就业。这份成绩单显示贵子女这些新测验的成绩。这个成绩不应与这些科目的标准测验与报告（英文名称缩写为 STAR）计划的成绩相比较。因为这是第一年加州所有三至八年级与十一年级学生参与这些新测验，贵子女的全部成绩将视为在未来比较成绩的基础。

若要了解贵子女学习进度的全部情况，建议您与贵子女的老师讨论这些结果。

#### 3 贵子女的全部成绩

查看贵子女的全部成绩以及位于可能分数范围内黑点的位置，即可了解贵子女的英语艺术 / 读写与数学的评估。分数范围栏内黑点上方的数字即为贵子女的实际测验分数。在分数周围的范围栏显示贵子女再次测验时可能会得到的不同分数。

成绩分为四个等级：超越标准、达到标准、接近标准，及未达标准。因为这些是基于不同的学业标准，所以这些分数无法与贵子女在过去几年参与的测验分数相比较。

#### 4 成绩结果说明

本部份说明贵子女达到的成绩等级。如果贵子女没有参加其年级的测验，或分数无法报告出来，这将在成绩单中注明。

The image shows a sample CAASPP Student Score Report for a student named Martin Davis. The report is titled "STUDENT SCORE REPORT" and includes a header "Using Assessments to Help Students Learn". It provides personal information such as Local ID #, Student ID #, Grade, Date of Birth, and Test Date. A letter from the State Superintendent of Public Instruction, Tom Torlakson, is included, explaining the new assessments and encouraging parents to discuss the results with the teacher. The report also shows the student's overall scores for English Language Arts/Literacy (2600) and Mathematics (2400), along with a performance bar chart for each subject. The bar chart shows the student's score relative to four achievement standards: Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met. For English Language Arts/Literacy, Martin's score of 2600 is in the "Standard Exceeded" range. For Mathematics, his score of 2400 is in the "Standard Met" range.

**5 新型的测验； 新型的成绩单**

本部份详细说明贵子女参与的新测验与今年的成绩单。 今年是交接的年度； 明年的成绩单外观将有所不同。

**6 领域**

测验的问题被分组为几个领域并列于每个表格的左边。 这些领域根据内容标准而制定，说明贵子女在各年级应了解并能做到的程度。 每项测验的科目列于每个表格上方。

**7 成绩**

表格中的本部份是贵子女在测验标准中不同领域的成绩。 每个领域的名称旁边是成绩等级，显示贵子女在该领域内的问题所得的分数。 这些领域的成绩等级分为超越标准、达到或接近标准，及低于标准。 如果贵子女收到“无分数”的分数，表示他 / 她没有完成该领域要拿到分数所必须的测验项目。

**8 早期评估计划的状态（仅适用于十一年级）**

早期评估计划（英文名称缩写为 EAP）为 CDE、加州州立大学与加州社区大学的合作计划。 EAP 为您与贵子女提供有关贵子女在十二年级准备大学程度的英文与数学时的早期指标。 贵子女在十一年级的 CAASPP 成绩单，可用以预测其是否准备好学习这些科目的大学程度课程。 有关 EAP 的其他信息，请见 EAP 网站，网址：<http://www.CSUSuccess.org>。

**9 针对学生（仅适用于三、四、六、七年级）学习成就的综合计划**

本部份说明这些测验在加州协助优质教学计划中的作用。

**关于 CAASPP 系统的更多信息**

欲询问有关 CAASPP 系统或贵子女的测验成绩，请迳向贵子女的教师洽询。 欲了解更多信息，请洽校长或辅导人员，或上 CDE 的 CAASPP 网页，网址是 <http://www.cde.ca.gov/ta/tq/ca/>

Your Guide to Martin's California Assessment of Student Performance and Progress (CAASPP) Score Report  
California Department of Education (CDE)

**A New Kind of Test for Martin; a New Kind of Report for You 5**

The CAASPP English language arts/literacy (ELA) and mathematics tests that Martin 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 forms 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 Martin'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 Martin'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.

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**Martin's Results on California's Assessments**

The following chart provides a further breakdown of Martin'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/tq/sa/sasbsummative.asp>.

ENGLISH LANGUAGE ARTS/LITERACY		MATHEMATICS	
Martin's overall score is: 2600		Martin's overall score is: 2400	
AREA	PERFORMANCE	AREA	PERFORMANCE
Reading	At or Near Standard	Problem Solving & Modeling/Data Analysis	Below Standard
Demonstrating understanding of literary and informational text		Using appropriate tools and strategies to solve real world and mathematical problems	
Writing	At or Near Standard	Concepts & Procedures	Below Standard
Producing clear and purposeful writing		Applying mathematical concepts and procedures	
Listening	Above Standard	Communicating Reasoning	Below Standard
Demonstrating effective communication skills		Demonstrating ability to support mathematical conclusions	
Research/Inquiry	Above Standard		
Investigating, analyzing and presenting information			

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**Grade 11 – Early Assessment Program Status 8**

The California State University (CSU) and participating California Community Colleges (CCC) will use the English language arts/literacy and mathematics assessments of the CAASPP System to determine Emily's 2016 EAP status, which will provide an indicator of Martin's predicted readiness to take college-level English and mathematics courses when Martin begins college.

The CAASPP overall score for English language arts/literacy and mathematics on the test of this report may be used to provide an early indicator of Martin's readiness for college-level coursework, as described below.

<b>Standard Exceeded:</b> Ready for English and/or mathematics college-level coursework.	<b>Standard Met:</b> Conditionally Ready for English and/or mathematics college-level coursework.
<b>Standard Nearly Met:</b> Not yet demonstrating readiness for English and/or mathematics college-level coursework.	<b>Standard Not Met:</b> Not demonstrating readiness for English and/or mathematics college-level coursework.

Review the information at <http://CSUSuccess.org> to see how this information can help avoid the need for additional testing upon entering a CSU or CCC.

Listening	Above Standard	and procedures	Below Standard
Demonstrating effective communication skills		Communicating Reasoning	
Research/Inquiry	Above Standard	Demonstrating ability to support mathematical conclusions	
Investigating, analyzing and presenting information			

**A Comprehensive Plan for Student Success 9**

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/>

**[As a form of assistance to schools, the CDE offers this translation free of charge. Because there can be variations in translation, the CDE recommends that users confer with local translators to determine any need for additions or modifications, including the addition of local contact information or local data, or modifications in language to suit local needs. Comments regarding the translation should be directed to the Clearinghouse for Multilingual Documents at [cmd@cde.ca.gov](mailto:cmd@cde.ca.gov).]**