2015 RESULTS: SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC)
Presentation Outline

- Context of SBAC
- Participation on SBAC
- Districtwide SBAC Results
- SBAC Student Report (Parent Resources)
- School Action
Context of SBAC
Smarter Balanced Assessments

Higher Expectations

Expectations for our students will look different. Test scores will reflect that.

| The old English Language Arts California State Standards and STAR tests |
| The NEW English Language Arts Common Core State Standards and Smarter Balanced Assessments |

We're not satisfied with just teaching our children basic skills. We want them prepared for college and careers.

Smarter Testing

This month students in San Francisco Unified will start taking the new Smarter Balanced Tests of the Common Core Standards as we prepare all children for success in college and careers.

Raising the Bar

So that our students will land with the 21st century skills that they need.

We're not satisfied with just teaching our children basic skills. We want them prepared for college and careers.
The technology-based Smarter Balanced Assessments in Mathematics and English Language Arts measure progress toward the more rigorous California Common Core Standards.

The Common Core State Standards in English Language Arts and Mathematics define what a student needs to know and be able to do to be college and career ready for the 21st century.

Shifts in Education: Shifts in curriculum standards and instruction inform assessment and accountability shifts. We see these tests as one of many ways to gauge our progress.

This is a baseline year and this year’s results cannot be compared to previous years’ results. However, SBAC is a vertically-aligned assessment that allows measuring growth from one grade level to the next.

These tests include a wider variety of questions, requiring students to explain how they solve problems, think critically, reason with evidence, and write analytically.
### Smarter Balanced Assessments (SBA) – What’s Different About Them?

<table>
<thead>
<tr>
<th>Old Assessments</th>
<th>Smarter Balanced Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tested students in grades 2-11</td>
<td>Tests students in grades 3-8 and 11</td>
</tr>
<tr>
<td>Paper and pencil test</td>
<td>Computer-based, online test only</td>
</tr>
<tr>
<td>Fixed form and same set of questions for everyone</td>
<td>Computer adaptive (customized test for each student)</td>
</tr>
<tr>
<td>Multiple choice question format</td>
<td>Various question formats: explaining solutions, providing rationales, using graphing skills or listening to audio recordings and then responding to questions about what was heard</td>
</tr>
</tbody>
</table>

Source: LAUSD. Smarter Balanced Assessments (SBA) – What’s Different About Them?
Smarter Balanced Assessments (SBA) – What’s Different About Them?

**Question type**

<table>
<thead>
<tr>
<th>Same set of questions for every student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only multiple choice question type: 25% chance of guessing the correct answer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer adaptive – difficulty level adapts to student’s last answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology-enhanced question types: students drag and drop, type in their responses, select several correct answers from a list, match and sort</td>
</tr>
</tbody>
</table>

*Sample Mathematics Test Item: Old vs. New*

*Sample English Language Arts Test Item: Old vs. New*

Source: LAUSD. Smarter Balanced Assessments (SBA) – What’s Different About Them?
Smarter Balanced Assessments (SBA) – What’s Different About Them?

Performance bands and scale scores

Scores ranged from 150 – 600
- Advanced
- Proficient
- Basic
- Below Basic
- Far Below Basic

Scores range from 2000 – 3000
- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

CAUTION!
There is no direct comparison.
New standards, new type of test, new scale and new performance bands.

Source: LAUSD. Smarter Balanced Assessments (SBA) – What’s Different About Them?
Participation on SBAC
Participation on SBAC

<table>
<thead>
<tr>
<th>SBAC Content Areas</th>
<th>State Target</th>
<th>Percent of Enrolled Students Tested</th>
<th>Percent and number of Students Tested, but not reported*</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>95%</td>
<td>93%</td>
<td>2.5% (673 students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(25,237 students)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>95%</td>
<td>95.8%</td>
<td>0.6% (164 students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(26,102 students)</td>
<td></td>
</tr>
</tbody>
</table>

*NOTE:
These figures do not include these scores that are being contested with the test publisher. The following schools have more than 25 students that are currently being contested: Presidio, Washington, Lawton, Glen Park, Lafayette, Longfellow, Rosa Parks, Starr King, Roosevelt, Everett

**NOTE:** 77 parents requested exemptions from SBAC Testing

Source: CDE website and SFUSD
Special Education and English Learner Testing

Preparation
- Collaborated with Special Education Services and Multilingual Pathways Department
- Presented to the SFUSD Community
- Trained Staff District-wide
- Provided Site-level support

Use of Universal Tools, Designated Supports and Accommodations

- **Students with IEPs** (approximately 3,500 students participated)
  - Text-to-Speech (>500 students)
  - Color Contrast (>250 students)
  - Masking (>250 students)

- **English Learner Students** (approximately 8,000 students participated)
  - Math Translated Glossary - multiple languages (>2,000 students)
  - Math Translated Test Directions – multiple languages (>1,000 students)
  - Math Stacked Translations – Spanish Only (>500 students)
Districtwide SBAC Results
Districtwide SBAC Results (ELA)

Baseline Performance for 25967 Students

- **Proficient**
  - 52%
  - 13640 Students

- **Not Proficient**
  - 47%
  - 12327 Students

**San Francisco Unified School District**

**Overall Score Legend:**

- **Level 4**: Exceeded the Standard
- **Level 3**: Met the Standard
- **Level 2**: Nearly Met the Standard
- **Level 1**: Has Not Met the Standard

**Claim Score Legend:**

- ✔ Above Standard
- 😐 At/Near Standard
- ⚠ Below Standard

**Claim Performance: Percent of Students at Each Level**

- **Reading**
  - 26%
  - 44%
  - 30%

- **Writing**
  - 29%
  - 43%
  - 27%

- **Listening**
  - 19%
  - 62%
  - 19%

- **Research & Inquiry**
  - 29%
  - 50%
  - 19%

Data Source: CAASPP State Official File
Note: Total may vary due to rounding.
Districtwide SBAC Results (Math)

Baseline Performance for 26248 Students Results

- **Proficient**
  - 48%
  - 12726 Students
- **Not Proficient**
  - 51%
  - 13522 Students

Level 4: Exceeded the Standard
- 25%
- 6650 Students

Level 3: Met the Standard
- 23%
- 6076 Students

Level 2: Nearly Met the Standard
- 23%
- 6087 Students

Level 1: Has Not Met the Standard
- 28%
- 7435 Students

Claim Score Legend:
- Above Standard
- At/Near Standard
- Below Standard

Claim Performance: Percent of Students at Each Level

- **Concepts & Procedures**
  - Above Standard: 33%
  - At/Near Standard: 31%
  - Below Standard: 35%

- **Problem Solving**
  - Above Standard: 29%
  - At/Near Standard: 44%
  - Below Standard: 28%

- **Communicating Reasoning**
  - Above Standard: 28%
  - At/Near Standard: 47%
  - Below Standard: 24%
Districtwide SBAC Results (ELA, by Grade Level)

### English Language Arts

<table>
<thead>
<tr>
<th>Grade</th>
<th>SFUSD Met or Exceeded %</th>
<th>National Field Test Estimate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>48%</td>
<td>38%</td>
</tr>
<tr>
<td>4</td>
<td>50%</td>
<td>41%</td>
</tr>
<tr>
<td>5</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>6</td>
<td>49%</td>
<td>41%</td>
</tr>
<tr>
<td>7</td>
<td>50%</td>
<td>38%</td>
</tr>
<tr>
<td>8</td>
<td>49%</td>
<td>41%</td>
</tr>
<tr>
<td>11</td>
<td>65%</td>
<td>41%</td>
</tr>
</tbody>
</table>

Percentage Standard Met  
Percentage Standard Exceeded  
Estimates based on Spring 2014 Smarter Balanced national field test
Districtwide SBAC Results (Math, by Grade Level)

Mathematics

- Percentage Standard Exceeded
- Percentage Standard Met

Estimates based on Spring 2014 Smarter Balanced national field test

<table>
<thead>
<tr>
<th>Grade</th>
<th>SFUSD Met or Exceeded %</th>
<th>National Field Test Estimate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>55%</td>
<td>39%</td>
</tr>
<tr>
<td>4</td>
<td>48%</td>
<td>37%</td>
</tr>
<tr>
<td>5</td>
<td>47%</td>
<td>33%</td>
</tr>
<tr>
<td>6</td>
<td>44%</td>
<td>33%</td>
</tr>
<tr>
<td>7</td>
<td>49%</td>
<td>33%</td>
</tr>
<tr>
<td>8</td>
<td>47%</td>
<td>32%</td>
</tr>
<tr>
<td>11</td>
<td>50%</td>
<td>33%</td>
</tr>
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</table>
### Districtwide SBAC Results (by Subgroups)

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Met or Exceeded Standards</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>English-Language Arts</td>
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<tr>
<td>All Students</td>
<td>52</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>58</td>
</tr>
<tr>
<td>Males</td>
<td>47</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>49</td>
</tr>
<tr>
<td>Asian</td>
<td>66</td>
</tr>
<tr>
<td>Black or African American</td>
<td>18</td>
</tr>
<tr>
<td>Ethnicity -- Two or More Races</td>
<td>61</td>
</tr>
<tr>
<td>Filipino</td>
<td>56</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>27</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>23</td>
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<tr>
<td>White</td>
<td>77</td>
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<tr>
<td>Economic Status</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>42</td>
</tr>
<tr>
<td>Not Economically Disadvantaged</td>
<td>76</td>
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<tr>
<td>Special Education Status</td>
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<tr>
<td>Students with Disability</td>
<td>15</td>
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<tr>
<td>Students with No Reported Disability</td>
<td>57</td>
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<tr>
<td>Language Fluency</td>
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<tr>
<td>English Learner</td>
<td>21</td>
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<tr>
<td>English Only</td>
<td>58</td>
</tr>
<tr>
<td>Initially-Fluent English Proficient (I-FEP)</td>
<td>78</td>
</tr>
<tr>
<td>Reclassified-Fluent English Proficient (R-FEP)</td>
<td>67</td>
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</table>
Districtwide SBAC Results (ELA, by SES & Ethnicity)

English Language Arts

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Economically Disadvantaged</th>
<th>Not Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>15</td>
<td>41</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>22</td>
<td>58</td>
</tr>
<tr>
<td>Filipino</td>
<td>49</td>
<td>68</td>
</tr>
<tr>
<td>Ethnicity -- Two or More</td>
<td>47</td>
<td>74</td>
</tr>
<tr>
<td>Races</td>
<td>47</td>
<td>74</td>
</tr>
<tr>
<td>Asian</td>
<td>61</td>
<td>79</td>
</tr>
<tr>
<td>White</td>
<td>56</td>
<td>85</td>
</tr>
</tbody>
</table>

Not Economically Disadvantaged | 41 | 58 | 68 | 74 | 79 | 85 |
Economically Disadvantaged     | 15 | 22 | 49 | 47 | 61 | 56 |
Difference                     | 26 | 36 | 19 | 27 | 18 | 29 |
Districtwide SBAC Results (Math, by SES & Ethnicity)

Mathematics

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Economically Disadvantaged</th>
<th>Not Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>15</td>
<td>47</td>
</tr>
<tr>
<td>Filipino</td>
<td>34</td>
<td>56</td>
</tr>
<tr>
<td>Ethnicity – Two or More Races</td>
<td>40</td>
<td>67</td>
</tr>
<tr>
<td>White</td>
<td>48</td>
<td>76</td>
</tr>
<tr>
<td>Asian</td>
<td>65</td>
<td>79</td>
</tr>
</tbody>
</table>

Not Economically Disadvantaged | 27  | 47  | 56  | 67  | 76  | 79  |
Economically Disadvantaged     | 9   | 15  | 34  | 40  | 48  | 65  |
Difference                     | 18  | 32  | 22  | 27  | 28  | 14  |
Districtwide SBAC Results (ELA, Comparison to State and Other Districts)

English Language Arts

- San Francisco: 52
- San Diego: 51
- State: 44
- Long Beach: 42
- Sacramento: 35
- Los Angeles: 33
- Oakland: 29
- Fresno: 27
- Santa Ana: 25
Districtwide SBAC Results
(Math, Comparison to State and Other Districts)

Mathematics

San Francisco: 48
San Diego: 41
State: 33
Long Beach: 31
Sacramento: 29
Los Angeles: 25
Oakland: 23
Santa Ana: 21
Fresno: 18

San Diego

State
### Districtwide SBAC Results
(ELA & Math, Comparison to State and Other Districts by Targeted Subgroups)

<table>
<thead>
<tr>
<th>ELA Standard Met or Exceeded (%)</th>
<th>Overall and Targeted Subgroups</th>
<th>SFUSD</th>
<th>STATE</th>
<th>Los Angeles</th>
<th>Fresno</th>
<th>Sacramento</th>
<th>Long Beach</th>
<th>Oakland</th>
<th>Santa Ana</th>
<th>San Diego</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>52</td>
<td>44</td>
<td>33</td>
<td>27</td>
<td>35</td>
<td>42</td>
<td>29</td>
<td>25</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>18</td>
<td>28</td>
<td>24</td>
<td>17</td>
<td>20</td>
<td>32</td>
<td>16</td>
<td>na</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td>27</td>
<td>32</td>
<td>27</td>
<td>24</td>
<td>27</td>
<td>33</td>
<td>19</td>
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<tr>
<td>English Learners</td>
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<td>3</td>
<td>2</td>
<td>10</td>
<td>9</td>
<td>2</td>
<td>4</td>
<td>19</td>
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<td>Low SES</td>
<td>42</td>
<td>31</td>
<td>27</td>
<td>24</td>
<td>27</td>
<td>32</td>
<td>21</td>
<td>24</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>SpEd</td>
<td>15</td>
<td>12</td>
<td>8</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>5</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Standard Met or Exceeded (%)</th>
<th>Overall and Targeted Subgroups</th>
<th>SFUSD</th>
<th>State</th>
<th>Los Angeles</th>
<th>Fresno</th>
<th>Sacramento</th>
<th>Long Beach</th>
<th>Oakland</th>
<th>Santa Ana</th>
<th>San Diego</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>48</td>
<td>34</td>
<td>25</td>
<td>18</td>
<td>29</td>
<td>31</td>
<td>23</td>
<td>21</td>
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<td>African American</td>
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<td>16</td>
<td>15</td>
<td>9</td>
<td>14</td>
<td>17</td>
<td>9</td>
<td>na</td>
<td>21</td>
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<tr>
<td>Latino</td>
<td>19</td>
<td>21</td>
<td>19</td>
<td>15</td>
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<td>23</td>
<td>13</td>
<td>20</td>
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<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>29</td>
<td>11</td>
<td>4</td>
<td>3</td>
<td>11</td>
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<td>15</td>
<td>21</td>
<td>22</td>
<td>16</td>
<td>20</td>
<td>27</td>
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</tr>
<tr>
<td>SpEd</td>
<td>14</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>7</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>
SBAC, Correlation to Other Indicators

<table>
<thead>
<tr>
<th>Indicators</th>
<th>SBAC – ELA</th>
<th>SBAC – Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Targeted Students*</td>
<td>- .78</td>
<td>- .88</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>- .62</td>
<td>- .71</td>
</tr>
<tr>
<td>Scholastic Reading Inventory (SRI)</td>
<td>.83</td>
<td></td>
</tr>
<tr>
<td>Common Learning Assessments (CLA), Part A – ELA</td>
<td>.66</td>
<td></td>
</tr>
<tr>
<td>Common Learning Assessments (CLA), Part A – Math</td>
<td></td>
<td>.56</td>
</tr>
</tbody>
</table>

*% Targeted Students include: African-American, Latino, and Samoan Students
## Highlights of SBAC Results

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Highlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>&gt; 25,000 in grades 3 – 8 and 11</td>
</tr>
</tbody>
</table>
| Overall Results  | Halfway to the goal:  
• 52% Met or Exceeded Standards in ELA,  
• 48% Met or Exceeded Standards in Math                                                                                          |
| Comparisons…     | …grade level results (% proficient) are higher than predicted, STATE, and other peer districts  
• …program level results (English Learners, Special Education, and SED students) excelled relative to peer districts  
• …African American and Latino students are lower relative to most peer districts                                                                 |
| Subgroup Results | • Highest in ELA/Math: Initially-Fluent English Proficient students  
• Lowest in ELA: Special Education students  
• Lowest in Math: African American students                                                                                       |
| Correlations     | • High positive correlations: District Progress Measures in ELA and Math  
• High negative correlations: Chronic Absenteeism & Concentration of Ethnically Targeted Subgroups (AA, L, Samoan) |
SBAC Student Report (Parent Resources)

NOTE: As a parent, you should receive your student score report within the next two weeks. If not, please contact us at 415-241-6400.
Your Guide to Juan’s California Assessment of Student Performance and Progress (CAASPP) Score Report

Juan's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY
Juan's overall score is: 2508

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

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

MATHEMATICS
Juan's overall score is: 2279

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

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

CONCLUSION
Juan's score of 257 is in the Far Below Basic level on California Standards Test for science.

To meet federal test requirements, California administered the California Standards Test for science to all students in grades 5, 8, and 10. This test is not aligned with California's recently adopted Next Generation Science Standards (NGSS) but assessments based on these standards are being developed.
Emily's Results on California's Assessments

**ENGLISH LANGUAGE ARTS/LITERACY**
Emily's overall score is: **2553**

- **2131–2415** Standard Not Met
- **2416–2472** Standard Nearly Met
- **2473–2532** Standard Met
- **2533–2663** Standard Exceeded

Emily exceeded the achievement standard and demonstrated advanced 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.

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**MATHEMATICS**
Emily's overall score is: **2458**

- **2204–2410** Standard Not Met
- **2411–2484** Standard Nearly Met
- **2485–2548** Standard Met
- **2549–2659** Standard Exceeded

Emily nearly met the achievement standard and may require further development 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.
Emily’s Results on California’s Assessments

The following provides a further breakdown of Emily’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 http://www.SmarterBalanced.org/.

**ENGLISH LANGUAGE ARTS/LITERACY**
Emily’s overall score is: 2553

<table>
<thead>
<tr>
<th>AREA</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Above Standard</td>
</tr>
<tr>
<td>Producing clear and purposeful writing</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>At or Near Standard</td>
</tr>
<tr>
<td>Demonstrating understanding of literary and non-fiction texts</td>
<td></td>
</tr>
<tr>
<td>Research/Inquiry</td>
<td>At or Near Standard</td>
</tr>
<tr>
<td>Investigating, analyzing and presenting information</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>Below Standard</td>
</tr>
<tr>
<td>Demonstrating effective communication skills</td>
<td></td>
</tr>
</tbody>
</table>

**MATHEMATICS**
Emily’s overall score is: 2458

<table>
<thead>
<tr>
<th>AREA</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating Reasoning</td>
<td>Below Standard</td>
</tr>
<tr>
<td>Demonstrating ability to support mathematical conclusions</td>
<td></td>
</tr>
<tr>
<td>Problem Solving &amp; Modeling/Data Analysis</td>
<td>Above Standard</td>
</tr>
<tr>
<td>Using appropriate tools and strategies to solve real world and mathematical problems</td>
<td></td>
</tr>
<tr>
<td>Concepts &amp; Procedures</td>
<td>Below Standard</td>
</tr>
<tr>
<td>Applying mathematical concepts and procedures</td>
<td></td>
</tr>
</tbody>
</table>
Student Score Reports

- Scores should **NOT BE COMPARED** to results from the Standardized Testing and Reporting (STAR) program because they are based on different academic standards.

- These results are **ONLY ONE OF MANY MEASURES** of academic performance: classroom tests, assignments, report cards, teacher conferences, grades, projects.

- These scores are a starting point -- a **BASELINE** for the progress we expect students to make over time.
SBAC Parent Resources

School personnel will use the results to help adjust programs and services to assist students.

Take the Smarter Balanced Practice and Training Tests here:
http://sbac.portal.airast.org/practice-test/

Student progress is monitored throughout the year.

View California’s grade-level standards here:
http://www.cde.ca.gov/be/st/ss/index.asp

Schools and families are partners in student learning.

Download Parent Guides to the Smarter Balanced Summative Assessments here:
http://www.cde.ca.gov/ta/tg/ca/caasppssreports.asp
Resource List for Parents
California Assessment of Student Performance and Progress (CAASPP)

Assessing Student Learning

Assessments are an important part of California’s plan for high-quality teaching and learning, which seeks to help all students graduate prepared for college-level coursework and a 21st-century career. Like class assignments and report cards, assessments are one gauge of student progress, providing information to schools, teachers, and parents about how students performed against California’s challenging new goals for learning.

CAASPP Student Score Reports Are Coming Soon!
Parents of students who participated in any California Assessment of Student Performance and Progress (CAASPP) testing in ELA, Math and Science will be mailed individual student score reports for the CAASPP. These reports will include detailed information about their child’s performance the new end-of-year tests which were administered in the spring.

Watch a video from the California Department of Education to help you and your child understand the information contained in the report.

Additional links for understanding the CAASPP Student Score Reports:
- [http://www.cde.ca.gov/t/a/tg/ca/caasppssreports.asp](http://www.cde.ca.gov/t/a/tg/ca/caasppssreports.asp)

What they’re learning

Fifth graders should be diving into so-called “complex” text with confidence. For example, because of longer sentences and a story that deals with loss, *A Wrinkle in Time* is considered complex fifth grade fiction.

To make sense of new words, kids should look for clues in what they’re reading. For example, they might look for a definition within the text or try substituting an easier word that they suspect means the same thing.

To help them understand the main idea, fifth graders should look closely at how the material they’re reading is organized. They should look at details, too, and think about how those details support the main idea. For example, in a text about Helen Keller dedicating her adult life to helping others, there should be details that help make the main point, like her founding the ACLU and sticking up for people with disabilities.

Watch how a teacher gets fifth graders to show what they’re learning as they read.
School Action with Results

- Full implementation of Common Core State Standards
- Smarter Balanced Interim Assessments used throughout the year
- Students: more time learning with computers
- Teachers: training in using assessment information
2015-16
Progress Measures Leading to SBAC

ELA
- SBAC Interim Assessment Block (IAB)
- ELA Writing Task (grades 3-10)

Math
- SBAC Interim Assessment Block (IAB)
- Math Milestone Task (grades K-Alg 2)

SBAC Testing
3/10-5/26 (Tentative)

 CELDT
Window ends 10/30

Fall District Assessments
Tasks: 10/15 - 11/13
(ELA, Math)

Spring District Assessments
Tasks: 1/25 - 2/29
(ELA, Math)

SRI + F&P, Spring

IWA
2/9 - 2/19

Integrated Writing Assessment
(Grd 3, 6, and 9)
2/9 - 2/19

SBAC
3/10-5/26

INSTRUCTION

ELA
- Spiral 1 (ends mid Oct)
- Spiral 2 (end winter break)
- Spiral 3 (end mid-March)
- Spiral 4 (EOY)

Math
- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Unit 5
- Unit 6
- Unit 7
- Unit 8
- Unit 9
- Unit 10

Week 1
Aug 17

Week 19
Jan 4

Week 38
May 26

CELDT
Window ends 10/30

SRI + F&P, Fall
Context of SBAC: School Quality Improvement Index 2014-15

2014-2015
Use SBAC assessments and new social-emotional and culture/climate scores. Growth excluded because Year 1 of SBAC

Accountability Score 100%

Academic Domain 60%

Social-Emotional & Culture-Climate Domain 40%

High
- Performance 30%
  - Growth
- Grad Rate (HS) 30%

Middle
- Performance 30%
  - Growth
- High School Readiness Rate (6th graders) 30%

Elem.
- Performance 60%
  - Growth

Factors:
- Factor to be used for accountability score
- Factor to be measured (not included for accountability)
- Factor not measured or used

Absentee Rate 13.33%
Suspension/Expulsion Rate 13.33%
Social Emotional Skills 0%
Student/Staff/Parent Surveys 0%
ELL Re-designation Rate 13.33%
Special Ed Identification 0%