



SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT

California Department of Education

September 2016

CAASPP System Parent and Guardian Student Score Report Letter

Dear Parent or Guardian:

Shortly before school ended for the year, your child took part in the 2015–16 California Assessment of Student Performance and Progress (CAASPP), which includes the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. These tests are based on California’s challenging academic standards, which include the ability to write clearly, think critically, and solve problems—the very skills needed to succeed in college and a 21st century career. These skills take time and effort to master, but our students will need them to succeed in the long run.

In our school district, we see a student’s test results as one measure of his or her academic progress. They will not be used to determine whether a student moves to the next grade. Schools can use the results to identify specific areas in which to focus more attention in the next school year, while teachers can use the results to identify and address individual student needs. We recommend that parents and/or guardians discuss the test results with their child’s teacher.

The student score report was sent home in August and shows your child’s achievement for ELA and mathematics. You’ll notice that along with an overall score for each subject, there is also information about how your child performed in different skill areas associated with ELA and mathematics. If your child tested in 2015, you’ll notice that the score report presents two years of data—for 2015 and 2016—which allows you to see your child’s progress over the last year.

Several resources are available to help you understand the CAASPP Student Score Report and interpret the results. They include:

- Sample student score reports, available in both English and Spanish
- “*Understanding the CAASPP Student Score Report*” video, available in both English and Spanish
- *Guide to Understanding the CAASPP Student Score Report*, available in English, Spanish, and other languages

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- Parent Guides to the Smarter Balanced Summative Assessments, available in both English and Spanish.

All of the above resources are posted on the California Department of Education's CAASPP Student Score Report Information Web page at <http://www.cde.ca.gov/ta/tg/ca/caasppssrinfo.asp>.

In addition, the new Test Score Guide Web page, <http://testscoreguide.org/ca>, launched on June 20, 2016. The California specific Web page was developed in collaboration with the Smarter Balanced Assessment Consortium and is referenced in the 2015–16 CAASPP Student Score Reports. The information on the new Web page will help parents/guardians and students understand the overall Smarter Balanced score and the corresponding achievement level, as well as the student's strengths and weaknesses by claim (i.e., area).

For students in grades five and eight to meet federal test requirements, California administered the California Standards Test (CST) and the California Modified Assessment (CMA) for Science to all students in grades five, eight, and ten. If your child was administered a science test, the results appear on the back of the student score report. A new science test that is aligned with California's Next Generation Science Standards will be piloted next year.

In grade 11, the Smarter Balanced Summative Assessments for ELA and mathematics also serve as an indicator of readiness for college-level coursework in English and mathematics and are used by the California State University (CSU) and participating California Community Colleges (CCCs) to determine Early Assessment Program (EAP) status. Students will find their EAP status reported on the front of the 2015–16 Student Score Report. There are four possible EAP status levels, as described below:

1. Ready—Students who score at the highest performance level (“Standard Exceeded” Level 4) are considered *ready for English and/or mathematics college-level coursework* and are *exempt* from taking the CSU English Placement Test (EPT) and/or Entry Level Mathematics (ELM) exam. These students will be able to register in college degree-bearing courses upon entering the CSU or a participating CCC. Students are encouraged to continue preparation during the twelfth grade.
2. Conditionally Ready—Students who score at the “Standard Met” (Level 3) performance level are considered *conditionally ready for English and/or mathematics college-level coursework* and are *exempt* from taking the EPT and/or ELM exam. However, they must take an approved English and/or mathematics course in twelfth grade and receive a grade of “C” or better. Students that do not meet the conditional requirement will need to participate in the CSU's Early Start Program, unless exemption was met through another pathway.

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3. Not Yet Ready—Students who score at the “Standard Nearly Met” (Level 2) performance level are considered *not yet ready for English and/or mathematics college-level coursework* and will need *additional preparation* in the twelfth grade. They will also be required to take the EPT and/or ELM exam unless they meet the exemption criteria through another pathway.
4. Not Ready—Students who score at the “Standard Not Met” (Level 1) performance level are considered *not ready for English and/or mathematics college-level coursework*. They will need *substantial improvement* to demonstrate knowledge and skills needed for success in entry-level credit-bearing college coursework after high school.

For more information, please see the CSU’s Early Assessment Program Web page at <http://www.calstate.edu/eap/> and the CSU Success Web page at <http://www.csusuccess.org.>]

Our schools and teachers are still adjusting to new standards and assessments. Our education system has a long way to go, but we are making real progress in creating a system that serves the long-term needs of our students and our state.

These results are also being provided to your child’s school, who can use them to help set learning goals for students this year. We invite you to take an active part in those discussions. If you have questions or concerns about your child’s progress, please call your school’s office to arrange a conference with your child’s teacher.

Sincerely,

Dr. Sylvia Rousseau
Dr. Christopher King

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