

# ORANGE UNIFIED SCHOOL DISTRICT

*Gifted & Talented Education (GATE)*  
Community Advisory Committee (CAC) Meeting  
District Office – Conference J2 & J3  
Monday, October 05, 2015  
7:00 p.m.

## AGENDA

- |   |                           |
|---|---------------------------|
| <b>1. Welcome / Introductions</b>   | Cynthia Collins           |
|   | <i>CAC Chair</i>          |
| <b>2. Approval of Minutes</b>   | Nilima Desai              |
|   | <i>CAC Secretary</i>      |
| <b>3. Curriculum Office Report</b>  | Cathleen Corella          |
| <ul style="list-style-type: none"><li>• Program Updates</li><li>• LCAP Community Survey 2015-2016</li></ul> |                           |
| <b>4. Study Session</b>   | Jennifer Bourgeois, Ph.D. |
| <ul style="list-style-type: none"><li>• <i>Understanding SBAC &amp; Support Student Learning</i></li></ul>  | Rick Torres               |
| <b>6. School Reports</b>  |                           |
| <b>7. Public Comment</b>  |                           |

**\*Next Meeting: November 16, 2015\***



**Orange Unified School District**  
*Office of Curriculum, Instruction & GATE*

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**GIFTED AND TALENTED EDUCATION (GATE)  
COMMUNITY ADVISORY COMMITTEE (CAC)**  
*MEETING SCHEDULE- 7:00 p.m.*

<b>DATE</b>	<b>LOCATION</b>
<b>Monday, October 05, 2015</b>	<b>District Office J2/J3</b>
<b>Monday, November 16, 2015</b>	<b>District Office J2/J3</b>
<b>Monday, January 25, 2016</b>	<b>District Office J2/J3</b>
<b>Monday, March 21, 2016</b>	<b>District Office J2/J3</b>
<b>Monday, May 23, 2016</b>	<b>District Office J2/J3</b>



*The Orange Unified School District, being committed to planning for continual improvement, will offer a learning environment of excellence, with high expectations, to provide each student with the opportunity to compete in the global economy.*

For additional information or questions, please contact  
**Cathleen Corella** at (714) 628-5451



## Office of Curriculum, Instruction & GATE

REFERRALS FOR THE 2015-2016 GATE SCREENING & IDENTIFICATION PROCESS WILL TAKE PLACE FROM AUGUST 28, 2015 THROUGH DECEMBER 4, 2015

**\* REFERRALS FOR 3<sup>RD</sup> GRADE STUDENTS ARE NOT NECESSARY DUE TO UNIVERSAL SCREENING \***



Please submit the GATE Referral Form online at [www.orangeusd.org/gate](http://www.orangeusd.org/gate)

### GATE SCREENING PROCESS

\*All referred 2<sup>nd</sup> and 4<sup>th</sup>-6<sup>th</sup> grade students will participate in a cognitive abilities exam that will be administered at their school site between January 25, 2016 and February 29, 2016. The school testing calendar will be posted on the GATE website in early January and identification results will be mailed home in mid-April. If you have questions, please feel free to contact the GATE Office at (714) 628-5451.



# ORANGE UNIFIED SCHOOL DISTRICT

## Gifted And Talented Education Program

### *Frequently Asked Questions*

#### **How does my child get nominated for GATE?**

Students may be nominated for screening by parents or teachers. Parents are encouraged to discuss student potential for possible GATE identification with their child's teacher. In order to be tested, parents must fill out the on-line referral by the testing deadline, which is December 4, 2015. Parents of private school students are also expected to submit the on-line referral by the above noted deadline.

#### **What criterion qualifies my child for GATE?**

Students qualify for GATE identification both in ability and in performance.

#### **For students in grades 2-6 (entering grades 3-7)**

There are two categories of identification in these grades. The first is the "*High Intellectual*." For a student to be identified in this category, he or she **must meet** the following criteria:

- A score in the 95<sup>th</sup> percentile or higher on a school ability exam ~ Orange Unified currently uses the Otis Lennon School Ability Test (OLSAT) for 4<sup>th</sup>-6<sup>th</sup> grade and the Cognitive Abilities Test (CogAT) for 2<sup>nd</sup>-3<sup>rd</sup> grade
- Student achievement records that exhibit high levels of performance
- Lexile Score in the Advanced or High Proficient Range as determined by either *Scholastic Reading Inventory* or *Accelerated Reader*
- Quantile Score in the Advanced or High Proficient Range as determined by the *Scholastic Math Inventory*
- A strong recommendation from the student's current classroom teacher as indicated by the *Student Profile of Gifted Characteristics*

**\*Students who qualify for "High Intellectual" are given priority for enrollment in the GATE Magnet classrooms.**

The second is "*High Achievement*." For a student to be identified in this category, a review of the following criteria is evaluated for qualification:

- A score in the 90<sup>th</sup> percentile or higher on a school ability exam ~ Orange Unified currently uses the Otis-Lennon School Ability Test (OLSAT) for 4<sup>th</sup>-6<sup>th</sup> grade and the Cognitive Abilities Test (CogAT) for 2<sup>nd</sup>-3<sup>rd</sup> grade
- Student achievement records that exhibit strong levels of performance
- Recommendation from the student's current classroom teacher as indicated by the *Student Profile of Gifted Characteristics*
- Lexile Score in the High Proficient Range as determined by either *Scholastic Reading Inventory* or *Accelerated Reader*
- Quantile Score in the High Proficient Range as determined by the *Scholastic Math Inventory*

## TESTING

### What is the timeline for GATE testing?

Screening will start the week of January 25, 2016 and continue through February 29, 2016. Testing will take place at the school sites and the schedule will be posted on this website by mid-January. There will be a makeup session on Saturday, March 05, 2016 at 9:00am for students who were absent for the testing at their site. The testing for private school students will be facilitated over two days: **Saturday, February 27, 2016** and **Saturday, March 05, 2016**. Due to the length of the exam, students must attend both testing dates. Testing will start at 9:00 a.m. at the district office. There is a \$25.00 testing fee, payable by cash or check, for all private school students.

### How many tests will my child need to take?

Students will take one ability test yet, the test for 2<sup>nd</sup> and 3<sup>rd</sup> graders consists of three parts, which is taken over three days. The 4<sup>th</sup> -6<sup>th</sup> grade test is a timed test and consists of approximately 70 questions.

### What happens if my child does not meet GATE identification criteria?

Students who do not meet the eligibility criteria may be re-evaluated in future grade levels.

### Is it possible to see my child's results after the test?

Test scores will be mailed to the parents from the curriculum office in mid-April. These are percentile scores and have been normed on a national scale.

### What kind of test is the GATE identification test?

Orange Unified School District uses national normed cognitive abilities tests to assess the verbal and nonverbal reasoning potential. The reasoning potential is strongly related to school success. However, this is not a test for which a student can study.

To assess reasoning potential, the test uses tasks such as detecting likeness and differences, recalling words and numbers, defining words, following directions, classifying, establishing sequence, solving arithmetic problems, and completing analogies. This is done because these tasks have been shown to be a valid measure of an individual's ability to reason logically.

### What are the differences between Ability Tests and Achievement Tests?

An Ability test is a test of general reasoning skills, which is the type of test used for identifying gifted students. An Achievement test is a test of developed skill or knowledge, such as the former California Standards Tests (CST's) and Benchmarks or those used in classrooms to check progress.

## IDENTIFICATION

### Does my child lose identification if he/she does not attend a GATE Magnet school?

Once a child has been identified for GATE, they will keep the identification even if they do not choose to attend a GATE Magnet school. The majority of our students do not attend a Magnet school.

**If my child was identified in another school district or state or by a private licensed psychologist, does he/she automatically qualify for the GATE Program in Orange Unified School District?**

GATE is not a mandated program in California. Therefore, each district develops its own criteria for evaluation. For a student who has been identified as a GATE student in another California public school district, a record of the school ability test results must be sent to the GATE Office to be reviewed by the Administrative Director of Curriculum and Instruction prior to enrollment. Students are expected to meet the same rigorous criteria noted above. Orange USD **does not** accept out of state GATE identification of students or results from a private clinical or licensed educational psychologist.

**Will my elementary school child need to be re-tested upon entering middle school? High school?**

No, once a child is identified, the identification remains valid through grade 12. All traditional OUSD high schools have Honors and Advanced Placement classes open to all students. Eighth grade students who were not previously GATE identified and apply to high school Honors courses will be accepted according to academic performance and standardized achievement tests in eighth grade. Depending on space available at each high school site, GATE identification is not required for acceptance into Honors and advanced level high school classes.

## **PLACEMENT**

**If my child is offered a seat in one of the GATE Magnet Schools, which school would he/she attend?**

### **Crescent Elementary**

5001 Gerda Drive.

Anaheim, CA 92807

Principal: Randi Leach

**Feeder Schools:** Anaheim Hills, Canyon Rim, Crescent, Imperial, Running Springs

### **La Veta Elementary**

2800 East La Veta Avenue.

Orange, CA 92869

Principal: Lydia Roach

**Feeder Schools:** Chapman Hills, Esplanade, Jordan, La Veta, Linda Vista, Panorama, Prospect

### **Nohl Canyon Elementary**

4100 Nohl Canyon Road

Anaheim, CA 92807

Principal: Amy Hitt

**Feeder Schools:** Fletcher, Nohl Canyon, Olive, Serrano, Taft, Villa Park

### **Palmyra Elementary**

1325 E. Palmyra Ave.

Orange, CA 92869

Principal: Brenna Godsey  
**Feeder Schools:** California, Cambridge, Fairhaven, Handy, Lampson, Palmyra, Sycamore,  
West Orange

**\*Please Note that GATE identified students are not given priority at any of the above noted Magnet programs on the basis of the Magnet being their home school. Students are placed in each of the Magnets based on their SAI score/percentile ranking.**

**Can my child be waitlisted for another GATE magnet school if we don't want to go to our designated magnet school?**

Yes. However, all feeder school students will be placed there before openings are offered to waitlisted students.

**If my child is offered a space in the GATE Magnet and declines it, will he/she have an opportunity for a space in future years?**

Yes, if space in the Magnet is available. If there is no space, students will be placed at the bottom of the waitlist despite their percentile ranking. This allows for equity and access for all GATE identified students. It is imperative that families understand that there are waitlists for most Magnet programs thus, the decision on accepting a Magnet placement when offered is critical.

**Is transportation provided by the district for my child to the GATE Magnet school site?**

No, parents are responsible for providing transportation to and from the GATE school location.

**Can siblings of GATE identified students attend the same school site?**

Siblings of GATE identified students may enroll in the same school site as long as space is available. Parents will need to work with the school principal on placement.

**Will my child have the opportunity to visit the GATE magnet school?**

Qualified students and their parents will receive an invitation to the GATE orientation at their designated GATE magnet school with their acceptance letter. The letter will denote if the student has secured a seat in the classroom or has been waitlisted. Please note that some wait list parents do not feel that it is in the best interest for their child to attend the orientation, as they may be disappointed if they do not secure a place in the GATE Program. So we ask that families use their best judgement.

**What happens if my child qualifies for the GATE program but is waitlisted because the class is full?**

The vast majority of GATE Identified students in grades 3-6 are served in "cluster" groups within the general education classroom. Students receive grade-level appropriate differentiated instruction where elements of acceleration, complexity, depth, and novelty are infused into the core curriculum

where applicable. Teachers across OUSD have been participating in professional development aimed at meeting the needs of the advanced learner.

### **How do you decide who gets into the GATE classes and who is waitlisted?**

In a situation where there are more qualified GATE students than openings in a GATE Magnet class, priority goes to students in order of their Student Ability Index (SAI) score/percentile. Students with a higher SAI score will be placed first.

## **INSTRUCTION**

### **How is a GATE class different than a general education class?**

In GATE classrooms, instruction is differentiated. Differentiation does not mean more of the same work. Rather, it is an extension of the core curriculum. Four popular ways to accomplish this differentiation are acceleration, adding depth, increasing complexity, and providing opportunities for novelty. While the same district adopted textbooks are used, additional materials are incorporated to enhance the curriculum. Instructional decisions are made by the classroom teacher based on the needs of the students in the class.

### **What if we want our GATE identified student to stay at their home school?**

Students identified as GATE may decide to remain in attendance at their home school. In fact, a large majority of identified GATE students do remain at their home schools due to the caliber of instruction that is provided. Every attempt is made to cluster GATE students together by grade level at their home school. Differentiation of instruction is facilitated to meet the needs of each GATE student within the clustered classroom.

### **Do GATE Magnet students stay in the same classroom all day?**

Each GATE teacher is a specialist in a certain content area (i.e. Math, Science, Social Studies) and the students in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade rotate between GATE teachers for these subjects. 3<sup>rd</sup> grade GATE is self-contained.

### **Are the GATE Magnet students isolated or do they get to associate with other general education students?**

GATE students are not isolated and share the same recess and lunch times as general education students. They also attend the same field trips and assemblies as their grade level peers.

### **My child is involved in several extracurricular activities. Will the added rigor of this program be too much for him/her?**

Many successful GATE students participate in extracurricular sports, music, and other programs. However, most students find they need some unscheduled time during the day and/or week to maintain a healthy attitude and perform at their best.



### **How much homework will my child receive?**

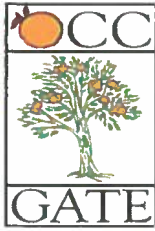
Several factors influence the amount of time a child will spend on homework including whether a student is involved in a long term project, in addition to the daily assigned work; the accelerated pace of the program; and how well the student uses class time to complete assignments during the day. In any given GATE classroom, some students will finish homework in a relatively short time, while other will take much longer. In general, students with good time management skills find the amount of homework to be fair.

### **If a child does not do well in the GATE class, can they go back to their home school?**

Occasionally, teachers and parents working together determine that the GATE Program is not a good match for a particular child. If a student is struggling in the GATE classroom, the parents, teacher, and principal should collaboratively determine what next steps would be in the best interest of the student.

*Orange County Council for Gifted and Talented Education*

*In collaboration and partnership with UCI Center for Educational Partnerships and University Extension  
and the Orange County Department of Education*



***Presents Our***

***41st Annual Conference about Gifted Children  
for Administrators, K-12 Teachers, Counselors, and Parents***

***Keynote Speaker***

**Carol Ann Tomlinson, Ed.D.**  
**University of Virginia**

***Featured Speakers***

- Lisa Van Gemert, Gifted Guru
- Dr. Sandra Kaplan, USC
- Jon Pearson, Creative Learning
- Ian Byrd, Byrdseed

***University of California, Irvine***

**Saturday, November 21, 2015**

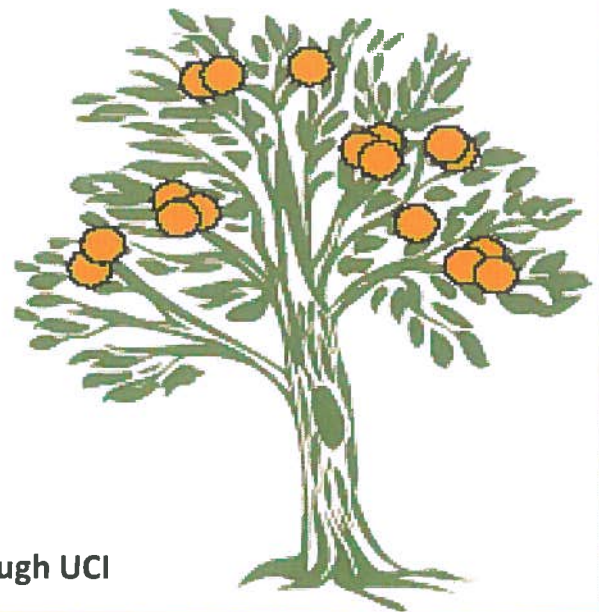
**8:00 a.m. to 1:30 p.m.**

**Conference Early Bird Registration**  
**\$90 (on or before October 26th)**  
**\$100 (after October 26th)**

**Online Registration and directions:**

**[www.occgate.org](http://www.occgate.org)**

**For additional questions,  
please contact [jhull@ocde.us](mailto:jhull@ocde.us)**



**Credit available through UCI**

Orange Unified School District

# College & Career Night

Thursday · November 5, 2015 · 6 - 8 p.m.

Orange High School  
Gymnasium  
525 N. Shaffer Street  
Orange, CA 92867



There will be more than 50 colleges/universities/trade schools represented!



*Please plan to attend one of the breakout sessions:*

**FAFSA:**

Financial Aid

**College Board:**

SAT, PSAT, and AP

**NCAA:**

College Athletics

**Kaplan:**

ACT vs. SAT

**Little Theater**

6:30-7:00, English

7:10-7:40, Spanish

**Cafeteria**

6:30-7:00\*

7:10-7:40\*

**Library**

6:30-7:00\*

7:10-7:40\*

**Room 802**

6:30-7:00\*

7:10-7:40\*



Distrito Escolar Unificado de Orange

# Noche de Carreras y Universidades

El jueves 5 de noviembre de 6 p.m. a 8 p.m.

Orange High School  
Gimnasio  
525 N. Shaffer Street  
Orange, CA 92867



¡Estarán presentes más de 50 colegios/universidades/escuelas técnicas!



*Favor de poner en tu agenda una de las siguientes sesiones:*

**FAFSA:**

Ayuda financiera  
El Teatro Pequeño

**College Board:**

SAT, PSAT, y AP

**NCAA:**

Atletismo Colegial

**Kaplan:**

ACT vs SAT

**Teatro Pequeño**

6:30-7:00, Inglés  
7:10-7:40, Español

**Cafetería**

6:30-7:00\*  
7:10-7:40\*

**Biblioteca**

6:30-7:00\*  
7:10-7:40\*

**Salón 802**

6:30-7:00\*  
7:10-7:40\*





# Local Control Accountability Plan (LCAP) Community Survey 2015-2016

Governor Jerry Brown's recent Local Control Funding Formula (LCFF) is intended to provide funding from the State to local districts. It is important for Orange Unified School District to consider how well we are doing in achieving improved outcomes for all students. We invite you to provide your input to assist us in developing our Local Accountability Plan (LCAP):

**Please tell us about yourself:**

- Parent/Guardian   
  Student   
  Certificated   
  Classified   
  Leadership   
  Other

**What school/s are you affiliated with:**

Elementary

- Anaheim Hills   
  California   
  Cambridge   
  Canyon Rim   
  Chapman Hills   
  Crescent   
  Esplanade  
 Fairhaven   
 Fletcher   
 Handy   
 Imperial   
 Jordan   
 La Veta   
 Lampson   
 Linda Vista   
 McPherson  
 Nohl Canyon   
 Olive   
 Palmyra   
 Panorama   
 Prospect   
 Running Springs   
 Serrano   
 Sycamore  
 Taft   
 Villa Park   
 West Orange   
 Canyon Hills   
 Orange Pre-K SDC

Secondary

- Cerro Villa   
 El Rancho   
 Portola   
 Yorba   
 Canyon   
 El Modena   
 Orange   
 Richland  
 Villa Park   
 OUSD Community Day   
 OUSD Home School   
 Other \_\_\_\_\_

### How to Rank your Responses

The next series of questions will ask you to rank your school experiences with questions regarding school attendance, programs, curriculum, parental involvement, and college and career readiness. Please rank the statements according to your experience indicated by: Strongly Disagree, Disagree, No Opinion, Agree, Strongly Agree.

**1. OUSD helps students stay engaged and motivated to attend school regularly by providing:**

School incentives that promote recognition of student attendance or academic achievement

- |                          |                 |                   |              |                       |
|--------------------------|-----------------|-------------------|--------------|-----------------------|
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>No Opinion</b> | <b>Agree</b> | <b>Strongly Agree</b> |
| ○                        | ○               | ○                 | ○            | ○                     |

Counseling, social, emotional, and behavior support

- |                          |                 |                   |              |                       |
|--------------------------|-----------------|-------------------|--------------|-----------------------|
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>No Opinion</b> | <b>Agree</b> | <b>Strongly Agree</b> |
| ○                        | ○               | ○                 | ○            | ○                     |

Increased communication between parent, school and students to identify reasons for absenteeism and potential solutions

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>No Opinion</b>	<b>Agree</b>	<b>Strongly Agree</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. OUSD helps students do well in class by providing:**

Tutoring, peer tutoring, or mentor programs

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>No Opinion</b>	<b>Agree</b>	<b>Strongly Agree</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Opportunities for students to demonstrate knowledge via technology, oral presentations or collaborative projects

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>No Opinion</b>	<b>Agree</b>	<b>Strongly Agree</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strategies to develop critical thinking skills and creativity

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>No Opinion</b>	<b>Agree</b>	<b>Strongly Agree</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. OUSD helps students to graduate from high school by providing:**

Opportunities for leadership roles

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>No Opinion</b>	<b>Agree</b>	<b>Strongly Agree</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Intervention programs

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>No Opinion</b>	<b>Agree</b>	<b>Strongly Agree</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Counselor/Career Technical support

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>No Opinion</b>	<b>Agree</b>	<b>Strongly Agree</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. OUSD helps more students prepare for academic success, college and career readiness by offering:**

College workshops and career fairs

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>No Opinion</b>	<b>Agree</b>	<b>Strongly Agree</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interesting and engaging school curriculum with real world application

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>No Opinion</b>	<b>Agree</b>	<b>Strongly Agree</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Internships, courses, classrooms that offer real life experiences in the college and career field

<b>Strongly Disagree</b> <input type="radio"/>	<b>Disagree</b> <input type="radio"/>	<b>No Opinion</b> <input type="radio"/>	<b>Agree</b> <input type="radio"/>	<b>Strongly Agree</b> <input type="radio"/>
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**5. OUSD helps more parents become involved by:**

Increasing parent communication between parents, teachers and administrator (e.g. meetings, emails, phone calls, conferences)

<b>Strongly Disagree</b> <input type="radio"/>	<b>Disagree</b> <input type="radio"/>	<b>No Opinion</b> <input type="radio"/>	<b>Agree</b> <input type="radio"/>	<b>Strongly Agree</b> <input type="radio"/>
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Providing student-parent events (e.g. Meet and Greet, Information Night, Talent Shows)

<b>Strongly Disagree</b> <input type="radio"/>	<b>Disagree</b> <input type="radio"/>	<b>No Opinion</b> <input type="radio"/>	<b>Agree</b> <input type="radio"/>	<b>Strongly Agree</b> <input type="radio"/>
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Providing parent classes and trainings at various times in the a.m./p.m.

<b>Strongly Disagree</b> <input type="radio"/>	<b>Disagree</b> <input type="radio"/>	<b>No Opinion</b> <input type="radio"/>	<b>Agree</b> <input type="radio"/>	<b>Strongly Agree</b> <input type="radio"/>
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**6. At my school, there is a teacher or other staff member....**

Who really cares about me/my child

<b>Strongly Disagree</b> <input type="radio"/>	<b>Disagree</b> <input type="radio"/>	<b>No Opinion</b> <input type="radio"/>	<b>Agree</b> <input type="radio"/>	<b>Strongly Agree</b> <input type="radio"/>
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Who listens when I/my child has something to say

<b>Strongly Disagree</b> <input type="radio"/>	<b>Disagree</b> <input type="radio"/>	<b>No Opinion</b> <input type="radio"/>	<b>Agree</b> <input type="radio"/>	<b>Strongly Agree</b> <input type="radio"/>
---	--	--	---------------------------------------	--

Who gives me/my child positive reinforcement

<b>Strongly Disagree</b> <input type="radio"/>	<b>Disagree</b> <input type="radio"/>	<b>No Opinion</b> <input type="radio"/>	<b>Agree</b> <input type="radio"/>	<b>Strongly Agree</b> <input type="radio"/>
---	--	--	---------------------------------------	--

Who believes that I/my child will be a success

<b>Strongly Disagree</b> <input type="radio"/>	<b>Disagree</b> <input type="radio"/>	<b>No Opinion</b> <input type="radio"/>	<b>Agree</b> <input type="radio"/>	<b>Strongly Agree</b> <input type="radio"/>
---	--	--	---------------------------------------	--

**7. What other ways can OUSD improve your child's educational experience that will help him/her be college and career ready?**

**8. If this survey form was distributed at an OUSD meeting, please specify where..**

DELAC  DAC  ELAC  PTA  SSC  Other \_\_\_\_\_





# THE GUIDE TO YOUR CAASPP STUDENT SCORE REPORT



## CALIFORNIA'S ASSESSMENTS FOR ENGLISH LANGUAGE ARTS/LITERACY AND MATHEMATICS

CALIFORNIA DEPARTMENT OF EDUCATION

This guide will help you follow your child's report and the recommendations that are provided.

### 1 Your child's information

Here you find your child's student number, date of birth, grade, test date, school, and local educational agency. If available, your mailing address also appears in this section.

### 2 Introductory Letter from the State Superintendent of Public Instruction

Dear Parent/Guardian of [Child's Name]:

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

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

### 3 Your child's overall score

See how your child did on the English language arts/literacy and mathematics assessments by looking at your child's overall score and where the black circle is located within the range of possible scores. The number above the black circle within the range bar is your child's exact test score. The bar around the score indicates the extent to which the score might have been different had your child taken the test again.

There are four achievement levels: Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met. Because these are based on different academic standards, these scores cannot be compared with scores from previous tests your child may have taken in past years.

### 4 Description of the results

This section provides a description of the achievement level your child earned. If your child did not take the test[s] for his or her grade or if a score was unable to be reported, this is noted on the report.

**5 A new kind of test; a new kind of report**

This section describes, in more detail, the new tests your child took and this year's score report. This is a transition year; next year's reports will look different.

**6 Area**

The questions on the tests are grouped into the areas shown on the left of each chart. These areas are based on the content standards, which describe what your child should know and be able to do at each grade level. The subject for each test is listed at the top of each chart.

**7 Performance**

This section of the chart shows how your child did in the different areas for the standards that were tested. Next to the name of each area is a performance level indicating how your child scored on the questions for that area. The performance levels for the areas are Above Standard, At or Near Standard, and Below Standard. If your child received a score of "No score available," this means he or she did not take all the items needed to receive a score in that area.

**8 Early Assessment Program status (grade 11 only)**

The Early Assessment Program (EAP) is a joint program of the California Department of Education, California State University, and California Community Colleges. The EAP provides you and your child with an early indication of your child's readiness for college-level English and mathematics prior to starting his or her senior year. CAASPP score reports for your child in grade 11 will provide an indicator of his or her predicted readiness to take college-level courses in those subjects. Additional information regarding the EAP can be found on the EAP Web site at <http://www.CSUSuccess.org>.

**9 Comprehensive plan for student success (grades 3, 4, 6, 7 only)**

This section describes the role these tests play in California's plan for supporting high-quality teaching and learning.

**More about the CAASPP System**

Questions about the CAASPP System or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor or on the CDE CAASPP Web page at <http://www.cde.ca.gov/ta/tg/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**

The CAASPP English language arts (ELA) and mathematics tests that Martin took in the spring (and which reflect California state-developed content standards that California is to work with content that will be needed to prepare students for college and the 21st century workforce) have been replaced with new tests that are aligned with the state-developed content standards for ELA and mathematics. These new tests are aligned with the state-developed content standards for ELA and mathematics. These new tests are aligned with the state-developed content standards for ELA and mathematics. These new tests are aligned with the state-developed content standards for ELA and mathematics.

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

ENGLISH LANGUAGE ARTS/LITERACY		MATHEMATICS	
Martin's overall score is 2600		Martin's overall score is 2400	
6	7		
Reading	At or Near Standard	Problem Solving & Modeling Data Analysis	Below Standard
Writing	At or Near Standard	Concepts & Procedures	Below Standard
Listening	Above Standard	Communicating Reasoning	Below Standard
Speaking	Above Standard		

**Grade 11 – Early Assessment Program Status**

The California State University (CSU) and California Community Colleges (CCC) will use the English language arts and mathematics assessments of the CAASPP system to determine Early Assessment Program (EAP) status, which will provide an indicator of Martin's predicted readiness to take college-level English and mathematics courses at California State University or California Community College.

**Standard Exceeded:** Ready to apply either mathematics or English language arts college-level courses.

**Standard Nearly Met:** Not yet prepared to receive either mathematics or English language arts college-level courses.

**Standard Met:** Satisfactorily ready to apply either mathematics or English language arts college-level courses.

**Standard Not Met:** Not demonstrating readiness for English language arts or mathematics college-level courses.

Category	Above Standard	At or Near Standard	Below Standard
Communicating and the communication skills			
Reasoning/Inquiry	Above Standard		
Mathematical analysis and problem-solving			
Communicating Reasoning			Below Standard
Communicating skills in social mathematics applications			

**A Comprehensive Plan for Student Success**

These new assessments are built and use all California's comprehensive plan to supporting high-quality teaching and learning. The plan also includes higher academic standards, more assessment in the areas of science and mathematics, and more resources dedicated to support and address the greatest needs.

Grade 11: Calls to providing more support for students, more resources for students and more access to resources. As a result, students' progress may be slower. Along with working to help all students, students are working to meet the evidence and progress in mathematics. They are working to take steps to make the world's progress, other than meeting the state-developed content standards.

Making these changes will take time and effort, but they are needed to help students succeed in the long run and achieve their dreams of college and a career. Find out more at [www.cde.ca.gov](http://www.cde.ca.gov).

Posted August 2015



# THE GUIDE TO YOUR CAASPP STUDENT SCORE REPORT

## CALIFORNIA'S ASSESSMENTS FOR ENGLISH LANGUAGE ARTS/LITERACY AND MATHEMATICS AND CST FOR SCIENCE OR CMA FOR SCIENCE

CALIFORNIA DEPARTMENT OF EDUCATION

This guide will help you follow your child's report and the recommendations that are provided.

### 1 Your child's information

Here you find your child's student number, date of birth, grade, test date, school, and local educational agency. If available, your mailing address also appears in this section.

### 2 Introductory Letter from the State Superintendent of Public Instruction

Dear Parent/Guardian of [Child's Name]:

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 your child'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, your child'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. Your child'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 your child's teacher(s).

### 3 Your child's overall score

See how your child did on the English language arts/literacy and mathematics assessments by looking at your child's overall score and where the black circle is located within the range of possible scores. The number above the black circle within the range bar is your child's exact test score. The bar around the score indicates the extent to which the score might have been different had your child taken the test again.

There are four achievement levels: Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met. Because these are based on different academic standards, these scores cannot be compared with scores from previous tests your child may have taken in past years.

### 4 Description of the results

This section provides a description of the achievement level your child earned. If your child did not take the test[s] for his or her grade or if a score was unable to be reported, this is noted on the report.

The image shows a sample CAASPP Student Score Report for a student named Mary King. The report is titled 'STUDENT SCORE REPORT' and includes the CAASPP logo. It contains the following information:

- Using Assessments to Help Students Learn:** A section explaining the purpose of the CAASPP assessments.
- Student Information:** Student name (Mary King), grade (5), test date (08/20/15), and school (CMA Spring Street).
- English Language Arts/Literacy Results:** Overall score of 2508. A range bar shows the score is in the 'Standard Exceeded' level. A black circle is placed above the score 2508.
- Mathematics Results:** Overall score of 2279. A range bar shows the score is in the 'Standard Met' level. A black circle is placed above the score 2279.
- Additional Information:** A note at the bottom states: 'The bar around a score shows the extent to which the score might have been different had the test been taken again. More information about Mary's scores can be found on the back of this report.'

**5 A new kind of test; a new kind of report**

This section describes, in more detail, the new tests your child took and this year's score report. This is a transition year; next year's reports will look different.

**6 Area**

The questions on the tests are grouped into the areas shown on the left of each chart. These areas are based on the content standards, which describe what your child should know and be able to do at each grade level. The subject for each test is listed at the top of each chart.

**7 Performance**

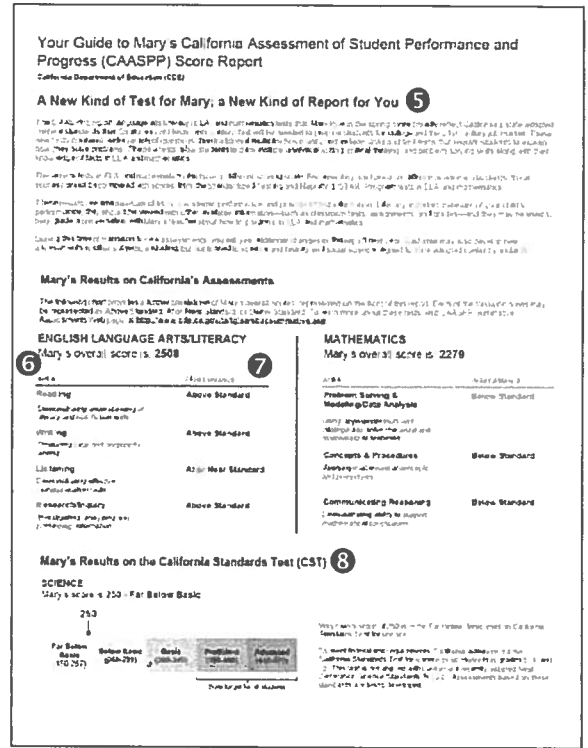
This section of the chart shows how your child did in the different areas for the standards that were tested. Next to the name of each area is a performance level indicating how your child scored on the questions for that area. The performance levels for the areas are Above Standard, At or Near Standard, and Below Standard. If your child received a score of "No score available," this means he or she did not take all the items needed to receive a score in that area.

**8 Your child's results on the California Standards Test (CST) or California Modified Assessment (CMA) for Science**

See how your child did on the CST or CMA for Science by looking where the pointer indicates on the performance level band. The number above the pointer is your child's exact test score on the science assessment. There are five performance levels: advanced, proficient, basic, below basic, and far below basic. The goal in California is to have all students perform at proficient or above.

**More about the CAASPP System**

Questions about the CAASPP System or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor or on the California Department of Education, CAASPP Web page at <http://www.cde.ca.gov/ta/tg/cal>.



# Smarter Balanced Scale Score Ranges

Scale score ranges for English Language Arts/Literacy and Mathematics, by Content Area, Grade Level, and Achievement Level.

## English Language Arts/Literacy

Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2114	2623	2114–2366	2367–2431	2432–2489	2490–2623
4	2131	2663	2131–2415	2416–2472	2473–2532	2533–2663
5	2201	2701	2201–2441	2442–2501	2502–2581	2582–2701
6	2210	2724	2210–2456	2457–2530	2531–2617	2618–2724
7	2258	2745	2258–2478	2479–2551	2552–2648	2649–2745
8	2288	2769	2288–2486	2487–2566	2567–2667	2668–2769
11	2299	2795	2299–2492	2493–2582	2583–2681	2682–2795

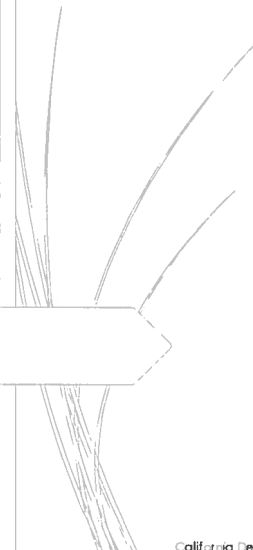
## Mathematics

Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2189	2621	2189–2380	2381–2435	2436–2500	2501–2621
4	2204	2659	2204–2410	2411–2484	2485–2548	2549–2659
5	2219	2700	2219–2454	2455–2527	2528–2578	2579–2700
6	2235	2748	2235–2472	2473–2551	2552–2609	2610–2748
7	2250	2778	2250–2483	2484–2566	2567–2634	2635–2778
8	2265	2802	2265–2503	2504–2585	2586–2652	2653–2802
11	2280	2862	2280–2542	2543–2627	2628–2717	2718–2862

Questions: California Assessment of Student Performance and Progress Office | [caaspp@cde.ca.gov](mailto:caaspp@cde.ca.gov) | 916-445-8765

91 241  
 Difference

Last Reviewed: Friday, August 7, 2015



# California Assessment of Student Performance and Progress (CAASPP)

Parent Information Sessions  
GATE CAC  
October 5, 2015

**Jennifer Bourgeois, Ph. D.**

*Coordinator, Student Assessment and Educational Measurement*

**Richard Torres**

*Teacher on Special Assignment (TOSA), Student Assessment and Educational Measurement*

California Department of Education, September 2015



## How the Online Smarter Balanced Assessments Are Different from Previous California Tests

The new Smarter Balanced Summative Assessments are very different from previous California tests in several ways:

- They are aligned with California's new content standards for English language arts/literacy (ELA) and mathematics.
- They reflect the critical thinking and problem solving skills that students will need to be ready for college and the 21<sup>st</sup> century job market.
- They are taken on a computer and are adaptive, which means that during the test, the questions will become more or less difficult based on how the student performs. If the student answers a question correctly, the next question may be more challenging; if the student answers it incorrectly, the next question may be less difficult.
- They provide many more supports for students who need them, including students learning English and students with disabilities.

# New Standards and Tests: Challenging for Schools to Teach and Students to Learn

California is raising the bar for good reason—students need strong math and reading skills to graduate ready for college and a 21<sup>st</sup> century career.

These new tests are more rigorous than the old, multiple choice exams. Students must now:

- Explain how they solve problems
- Think critically
- Write analytically

**Using Assessments to Help Students**

Dear Parent/Guardian of Emily Dean  
 The 2012 California Assessment of Student Performance and Progress (CAASPP) student test results for English Language Arts/Literacy and Mathematics. These new exams are more rigorous than the previous tests, and they are designed to help students prepare for college and the 21<sup>st</sup> century career.

These new tests are more rigorous than the old, multiple choice exams. Students must now:

- Explain how they solve problems
- Think critically
- Write analytically

**Emily's Results on California's Assessments**

**ENGLISH LANGUAGE ARTS/LITERACY**  
 Emily's overall score is: **2600**

239-240 Standard Test	240-242 Standard Test	243-248 Standard Test	249-254 Standard Test
Standard	Standard	Standard	Standard
2600	2600	2600	2600

**YOUR OVERALL SCORE**

Emily met the achievement standard and demonstrated the knowledge and skills in English Language Arts/Literacy needed for success in entry level postsecondary college coursework after high school.

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: **2400**

239-242 Standard Test	243-247 Standard Test	248-252 Standard Test	253-257 Standard Test
Standard	Standard	Standard	Standard
2400	2400	2400	2400

**YOUR OVERALL SCORE**

Emily did not meet the achievement standard and needs additional preparation to succeed in the knowledge and skills in mathematics needed for success in entry level postsecondary college coursework after high school.

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

**English Language Arts/Literacy Performance**

Area	Performance
Reading	Above Standard
Writing	Above Standard
Listening	Above Standard
Speaking	Above Standard

**Mathematics Performance**

Area	Performance
Problem Solving & Modeling Data Analysis	Below Standard
Using Algebraic Tools	Below Standard
Concepts & Procedures	Below Standard
Communicating Reasoning	Below Standard

**Program Status**

Emily is currently in the English Language Arts/Literacy and Mathematics courses when Emily begins college.

**Standard Met:** Yes

**Standard Met:** No

## How Student Performance is Reported on the Smarter Balanced Assessments

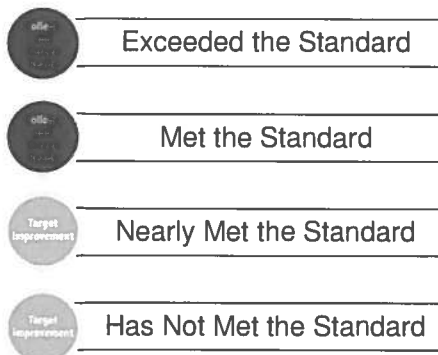
### Overall Score and Achievement Level

For each grade level and subject area, students receive a score from 2000 to 3000. The overall score falls into one of four achievement levels:

- **Standard Exceeded:** The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.
- **Standard Met:** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in future coursework.
- **Standard Nearly Met:** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework.
- **Standard Not Met:** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework.

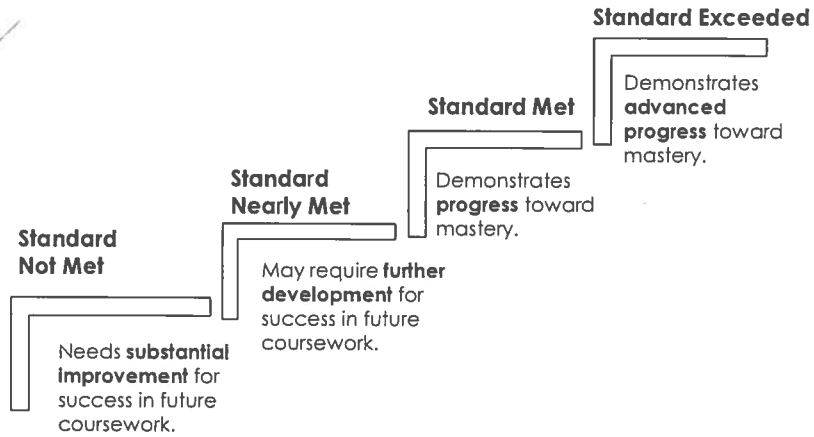
## Understanding the Scores Overall Scores – 2 Areas, 4 Levels

### English Language Arts/Literacy and Mathematics





## Achievement Level Descriptors



Find more information about Achievement Level Descriptors on the CDE Smarter Balanced Assessment System Web page at <http://www.cde.ca.gov/ta/tg/sa/index.asp>.

## How Student Performance is Reported on the Smarter Balanced Assessments



### •English Language Arts

1. Reading
2. Writing
3. Speaking & Listening
4. Research/Inquiry

### •Mathematics

1. Concepts & Procedures
2. Problem Solving
3. Communicating Reasoning
4. Modeling & Data Analysis

## Claim Results: A Deeper Look

### Within English Language Arts/Literacy:



Reading



Writing



Speaking  
and Listening



Research  
/Inquiry

### Within Mathematics:



Concepts &  
Procedures



Problem  
Solving &  
Data Analysis



Communicating  
Reasoning

## How Reports Are Used

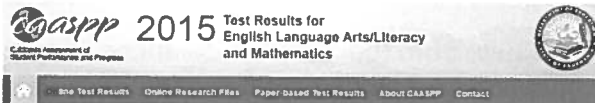
Results from the Smarter Balanced Summative Assessments provide one piece of information about a student's academic performance that can:

- ▶ Help facilitate conversations between parents/guardians and teachers about student performance.
- ▶ Serve as a tool to help parents/guardians and teachers work together to improve student learning.
- ▶ Help schools and school districts identify strengths and areas that need improvement in their educational programs.
- ▶ Provide the public and policymakers with information about student achievement.

## A Test Score is Just One Part of a Larger Picture

- ▶ CAASPP scores provide a key measure of how students are doing—whether they need more help or should be accelerated.
- ▶ Yet as important as they are, ultimately tests are just one way to assess the progress of students—like a report card or grades on class assignments. An academic check-up, these tests are simply one tool for teachers to gauge what students know.

## CAASPP Baseline Results Web Site



Search Test Results  
for a county, district or school or for California statewide results

44 Welcome to the California Assessment of Student Performance and Progress (CAASPP), our state's new academic check-up for students in grades 2-8 and grade 11.

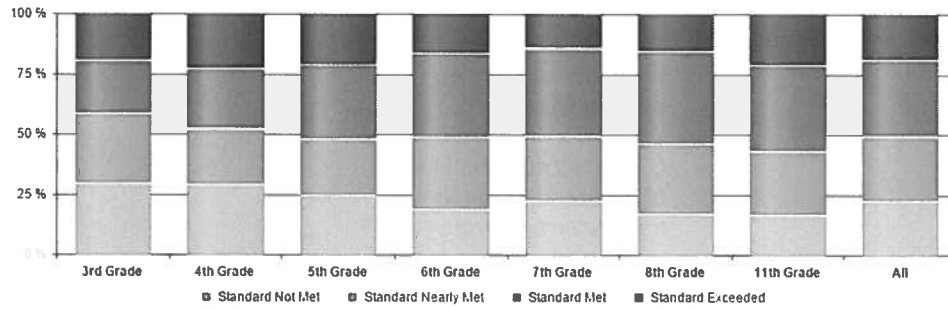
- ▶ Complete statewide, county, district and school baseline results
- ▶ Drop-down search functions
- ▶ Common graphics and result displays for ease of use

CAASPP results are located on the CDE Web page at <http://caaspp.cde.ca.gov/>.

## Overall Results: Both Graphics and Tables

### ENGLISH LANGUAGE ARTS/LITERACY

#### Achievement Level Distribution



English Language Arts Literacy Achievement Level Descriptors

## Claim Results: A Deeper Look

### Areas

#### CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	31%	26%	20%	22%	23%	23%	18%	23%
At or Near Standard	35%	36%	34%	36%	37%	36%	30%	35%
Below Standard	34%	38%	46%	41%	40%	39%	52%	42%

#### PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

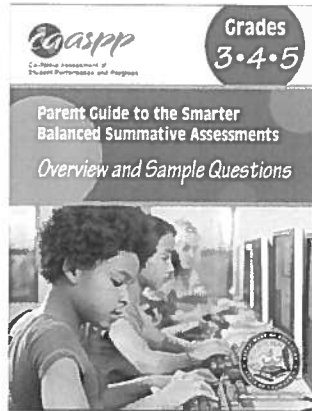
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	22%	19%	18%	16%	19%	20%	12%	18%
At or Near Standard	44%	50%	43%	49%	54%	57%	53%	50%
Below Standard	34%	31%	39%	34%	27%	23%	35%	32%

#### COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	24%	24%	16%	19%	19%	19%	14%	19%
At or Near Standard	53%	47%	49%	54%	64%	53%	57%	53%
Below Standard	24%	30%	35%	27%	17%	28%	30%	28%

## A comprehensive online resource: CAASPP Parent Guides

- Subject by subject, grade by grade sample questions.
- Sample items explain academic standards being addressed.
- Examples note the kinds of questions students must answer correctly to reach each achievement level.



The Parent Guides are posted on the CDE CAASPP Web page at <http://www.cde.ca.gov/ta/tg/ca/index.asp?tabsection=3#ssr>.

## Parent Guide: Sample Grade 5 Mathematics Question

Grade		California Assessment of Student Performance and Progress	
<b>5</b>	<b>Mathematics</b>	Sample Test Items	
<b>Grade Five Sample Test Item—Communicating Reasoning</b> Achievement Level: Standard Nearly Met			
<p>The art teacher gives stickers to the 96 students in her classes. She has 264 stickers to give out. She gives out one sticker at a time to each of her students until the stickers are all gone. How many students get more than 2 stickers?</p>		<p><b>Axis</b></p> <p><b>Communicating Reasoning</b> Demonstrating ability to support mathematical conclusions</p>	<p><b>Standard(s)</b></p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
Grade Five	<p><input type="radio"/> A 36</p> <p><input type="radio"/> B 72</p> <p><input type="radio"/> C 82</p> <p><input type="radio"/> D 96</p>		