

Name	CAASPP Assessments			ELPAC Assessments				Other Assessments	
	Smarter Balanced Summative Assessments for English Language Arts/Literacy and Mathematics (SBAC)	California Alternate Assessments for English Language Arts/Literacy and Mathematics (CAAs)	California Science Test (CAST)	Initial ELPAC	Initial Alternate ELPAC	Summative ELPAC	Summative Alternate ELPAC	NWEA MAP	DIBELS
Purpose	The summative assessments are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy (ELA) and mathematics. <i>The Smarter Balanced Summative Assessments are part of California's system of assessments called the California Assessment of Student Performance and Progress (CAASPP).</i>	Designed for students with the most significant cognitive disabilities, the CAAs for ELA and mathematics are an annual measure of what students know and can do using alternate achievement standards. <i>The California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics are part of California's system of assessments called the California Assessment of Student Performance and Progress (CAASPP).</i>	The CAST measures what students know and can do using the California Next Generation Science Standards, which focus on understanding the scientific concepts found in the Earth and Space Sciences, Life Sciences, and Physical Sciences. <i>The California Science Test (CAST) is part of California's system of assessments called the California Assessment of Student Performance and Progress (CAASPP).</i>	The Initial ELPAC is used to identify students as being either an English learner or fluent English proficient. It is administered only once during a student's time in the California public school system, based on the results of the home language survey.	This test is designed for students with the most significant cognitive disabilities who are potential English learner (EL) students whose individualized education program (IEP) teams have determined that they are eligible for an alternate assessment.	The Summative ELPAC is given only to students who have previously been identified as English learners (EL students) based upon Initial ELPAC results. The Summative ELPAC measures how well they are progressing with English development in each of the four domains.	This test is designed for students with the most significant cognitive disabilities who are English learners (ELs) whose individualized education program (IEP) team has determined that they are eligible for an alternate assessment.	MAP Growth is an adaptive assessment that measures students' achievement and growth in K-5 math and reading.	DIBELS ® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade.
Grades	3 - 5	3-5	5	K - 5	K - 5	K - 5	K - 5	K - 5	K - 5
Tentative Dates	May 3 - May 21	May 5 - May 21	May 3 - May 21	Within first 30 calendar days of student's enrollment date.	Within first 30 calendar days of student's enrollment date.	February 22- April 2	February 22- April 2	Administered 3 times per year. Round 1: 8/26-9/11 Round 2: 11/30-12/11 Round 3: 4/14-4/28	Administered 3 times per year. Round 1: 8/7-8/28 Round 2: 11/16-12/18 Round 3: 4/26-5/21
Time and manner in which parents and students will be notified of the results of the tests	Student score reports will be distributed to families within the first 20 calendar days of the following school year or sooner, depending on state release date.	Student score reports will be distributed to families in the fall of the following school year or sooner, depending on state release date.	Student score reports will be distributed to families within the first 20 calendar days of the following school year or sooner, depending on state release date.	Within first 30 calendar days of student's enrollment date.	Within first 30 calendar days of student's enrollment date.	Student score reports will be distributed to families within the first 20 calendar days of the following school year or sooner, depending on state release date.	Student score reports will be distributed to families within the first 20 calendar days of the following school year or sooner, depending on state release date.	Scores are included on student report cards. Report cards are distributed 3 times per year.	Scores are included on student report cards. Report cards are distributed 3 times per year.
Describe how the test complements and enhances student instruction and learning and how it serves a purpose distinct from state-required tests.	<i>These assessments measure student mastery of the Common Core State Standards for ELA and mathematics as well as student progress toward college and career readiness.</i>	<i>The purpose of the CAAs for ELA and mathematics is to provide an annual measure of what students know and can do using the alternate achievement standards.</i>	<i>The purposes of the CAST are to assess student knowledge and skills in science and to foster science education at every grade level. In addition, the CAST encourages students to build the knowledge and skills needed for college and careers.</i>	<i>The purpose of the Initial ELPAC is to determine the English proficiency of students entering California schools for the first time. Identifying students who need help learning in English is important so students get the extra help they need to do well in school while receiving instruction in all school subjects.</i>	<i>The Initial Alternate ELPAC was developed to ensure that all students are able to participate in an assessment that is an accurate measure of a student's English language proficiency. The Initial Alternate ELPAC provides information to determine a student's initial classification as an EL student or as fluent English proficient.</i>	<i>The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the supports they need to do well in school.</i>	<i>The Summative Alternate ELPAC was developed to ensure that all students are able to participate in an assessment that is an accurate measure of a student's English language proficiency (ELP). The Summative Alternate ELPAC will provide information on an EL student's annual progress toward ELP and support decisions for students to be reclassified as fluent English proficient (RFEF).</i>	<i>Understand how K-5 students are performing, track student progress, and inform your instructional strategies</i>	<i>DIBELS results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.</i>

Please submit any questions in writing to the Rocketship Executive Director.