

What Do the Scores Mean?

The Smarter Balanced Summative Assessment in mathematics is part of the California system of student assessment called the California Assessment of Student Performance and Progress (CAASPP). The test measures what students know and can do using the California Common Core State Standards for mathematics, which focus on concepts and procedures, problem solving and modeling/data analysis, and communicating reasoning. The test is administered in grades three through eight and grade eleven.

The Smarter Balanced Summative Assessment in mathematics consists of a computer-adaptive assessment and a performance task. The computer-adaptive portion of the assessment provides more precision by customizing the test for each student by selecting items that match the student's performance. The performance task allows students to apply their higher-order thinking skills by evaluating information and developing and communicating a solution to a real-world problem.

Test Scores

A student's test is scored based on the number and difficulty of questions answered correctly. The Smarter Balanced Summative Assessment scores in mathematics are reported for the entire test (overall score) as well as for two composite claims—Composite Area 1: Concepts and Procedures, and Composite Area 2: Mathematical Practices.

Interpretation and Use

A student's overall performance is categorized into one of four performance levels, which describe the relative accuracy and complexity of their performance within their grade level.

Level 4: Advanced—The student demonstrates advanced grade-level knowledge and skills and shows a sophisticated understanding of and ability to apply the knowledge and skills in mathematics needed for success in future coursework.

Level 3: Proficient—The student demonstrates proficient grade-level knowledge and skills and shows a thorough understanding of and ability to apply the knowledge and skills in mathematics needed for success in future coursework.

Level 2: Developing—The student demonstrates developing grade-level knowledge and skills and shows an initial understanding of and ability to apply the knowledge and skills in mathematics needed for success in future coursework.

Level 1: Minimal—The student demonstrates minimal grade-level knowledge and skills and shows a limited understanding of and ability to apply the knowledge and skills in mathematics needed for success in future coursework.

Policymakers can use Smarter Balanced Assessment in mathematics results to help describe statewide student performance and to help focus state resources to best impact student outcomes.

Educators can use results, along with information from interim assessments, to help identify performance patterns among their students and to inform decisions about curriculum investments and district supports.

Families and students can use results to support conversations with students' teachers about opportunities for their students to benefit from additional support.