



# 2011 California Alternate Performance Assessment (CAPA) Examiner's Manual

## DIRECTIONS FOR ADMINISTRATION

### Test Examiner and Observer Responsibilities

Completing **all** of the following steps will help ensure that no testing irregularities occur, that your students' test results will be valid, and that the Academic Performance Index (**API**) and Adequate Yearly Progress (**AYP**) information for your school will be as accurate as possible.

- Plan and schedule testing for each student to allow enough time to complete test. Complete testing within your district's STAR designated testing window.
- Follow all security requirements outlined in the Security Affidavit and this manual.
- Thoroughly review and understand this examiner's manual prior to testing.
- Review the tasks to be administered and plan for any adaptations individual students may require.
- Ensure that you are using the correct level of the CAPA test.
- Review the materials before testing to ensure that you have all required materials, including stimulus cards and manipulatives.
- Complete Section 1 on each student's answer document before testing.
- Enter and mark the version number in Section 4 on each student's answer document.
- Use **only** No. 2 pencils on the student's answer document.

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**CALIFORNIA ALTERNATE PERFORMANCE ASSESSMENT**  
**EXAMINER'S MANUAL**  
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## Checklists

Complete the following checklists to ensure that you have taken all necessary steps in preparing to administer the CAPA.

<b>TEST EXAMINER AND OBSERVER CHECKLIST</b>		✓
I have met the examiner requirements described on page 12.		
<b>I have read, I understand, and I have signed a CAPA Security Affidavit and have given it to my test site coordinator.</b>		
I have identified students' adaptations per task as needed.		
I have checked my students' individualized education programs (IEP) and confirmed students' eligibility and CAPA levels.		
I have completed the 2011 CAPA Administration Schedule (page 7).		
I have read and I understand Testing Cautions (page 8).		
I have read and I understand Before the Test (page 25).		
I have read and I understand Day of the Test (page 28).		
I have read and I understand Administering the Test (page 29).		
I have read and I understand After the Test (page 31).		
I have read and I understand Scoring the CAPA (page 17).		
I have identified each student whose results will be double-rated, and I have made arrangements for an observer to be present during administration of the students' CAPA exams.		
I have asked my test site coordinator any questions I had about information in this manual.		
I will sign the answer document when I finish administering the students' CAPA exams.		
I have prepared translations of tasks as needed.		
I understand which testing variations are allowed for English learners and will ensure that those variations are provided to those students.		

## ANSWER DOCUMENT CHECKLIST



<p>I will receive <b>Pre-ID answer documents</b> and know where to find students' names on them.</p> <ul style="list-style-type: none"> <li>• Staff will hand-mark any needed demographic data per the Standardized Testing and Reporting (STAR) test site coordinator's instruction. (See Appendix D.)</li> <li>• I will hand-mark the CAPA level and the version number on each student's answer document.</li> </ul>			
<p>I will affix <b>Pre-ID labels</b> to my students' answer documents.</p> <ul style="list-style-type: none"> <li>• Staff will hand-mark any needed demographic data per the STAR test site coordinator's instruction. (See Appendix D.)</li> <li>• I will hand-mark the CAPA level and the version number on each student's answer document.</li> </ul>			
<p>I will receive <b>blank</b> answer documents. Before testing begins,</p> <ul style="list-style-type: none"> <li>• Staff will hand-mark answer documents. (See Appendix D.)</li> <li>• I will hand-mark the CAPA level and the version number on each student's answer document.</li> </ul>			



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# Testing Cautions

## Test Security

Each person who has access to the CAPA test materials must sign a CAPA Security Affidavit before receiving any student test materials. If you have not signed a CAPA Security Affidavit, contact your STAR test site coordinator immediately.

As part of the STAR Program, the CAPA requires rigorous test security to ensure the validity and reliability of the assessment. The *CAPA Examiner's Manual* is considered **secure material** because the CAPA tasks are included. Failure to follow these instructions may result in a testing irregularity.

- When not in use, the *CAPA Examiner's Manual* must be stored in a locked cabinet.
- Only persons who have signed a CAPA Security Affidavit may have access to this manual and its contents. Upon completion of testing, the *CAPA Examiner's Manual* and student answer documents must be returned to the school's STAR test site coordinator for return to the district STAR coordinator.
- The section of the manual that contains tasks **may not** be duplicated. Unauthorized copying or reuse of any questions within the *CAPA Examiner's Manual* is illegal.

### **Do**

- Keep the *CAPA Examiner's Manual* and answer documents secure at all times when not in use.
- Limit access to the tests and test materials to preparation and actual testing sessions.
- Account for all test materials after each testing session.
- Administer the tests in accordance with the directions for test administration in this manual.
- At the completion of testing, keep stimulus cards for instruction.

### **Do Not**

- Review any test questions with students before testing.
- Disclose, or allow to be disclosed, the contents of the tests to anyone through verbal, written, or any other means of communication.
- Copy any part of the tests or test materials (excluding stimulus cards).

## Testing Problems

Testing administration errors and irregularities must be reported to your STAR test site coordinator after the testing day. Other problems to be reported include students becoming ill and students becoming otherwise unable to complete a test.

Test administration errors include, but are not limited to:

- Failure to administer the tests according to the directions in this manual.
- Using a Pre-ID answer document for a student other than the one for whom it was pre-identified.
- Administering the CAPA inappropriately or to students who may not meet the participation requirements.
- Administering the CAPA tasks without review of this manual and appropriate setup (i.e., setting up stimulus cards, manipulatives, etc.).

Testing irregularities that may affect your school's API and/or AYP include, but are not limited to:

- Failure to maintain test security (see the Test Security section on the previous page).
- Leaving informational materials on the walls in the testing room.
- After reviewing the CAPA tasks, providing instruction related to the tasks prior to testing.
- Administering the test in any manner that gives students a cue to the correct answer.

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# Test Materials

## Received from the Test Site Coordinator

- CAPA Examiner's Manual*
  - ◆ One per examiner.
  - ◆ One per observer (to be obtained from overage).
- Stimulus Cards — Some of the CAPA tasks require stimulus cards.
  - ◆ The CAPA stimulus cards are in order by level; each set contains the cards necessary to administer a given level.
  - ◆ Stimulus cards are labeled with an identification number.
  - ◆ Stimulus cards are printed on 8½" × 11" cardstock.
  - ◆ Sometimes an 8½" × 11" page contains more than one card that must be cut apart before testing; in such cases, the scissors and dotted lines indicate where the cards should be cut apart. Not all cards require cutting.
  - ◆ Multiple cards on a sheet will be individually labeled. In addition, if the task requires a set of five cards, they may be printed on more than one sheet. They are labeled, for example, 143a, 143b, 143c, etc.
  - ◆ **A single stimulus card or set of stimulus cards** may be used for a number of tasks at different CAPA levels. For example, tasks in Levels II, III, and IV might all utilize stimulus card #E007.
  - ◆ The task preparation references the appropriate stimulus card(s) — for example, *Place on surface stimulus card #E143a*.
- Answer documents
  - ◆ One per student per examiner (may be Pre-ID or blank).
  - ◆ One per student per observer (blank, to be obtained from overage).

## School Provides

- Manipulatives
  - ◆ The CAPA tasks were written using materials common to classrooms. Materials not available in a special education classroom may be available in other classrooms.
  - ◆ Materials or manipulatives must be obtained **prior to testing**.
  - ◆ A list of materials and manipulatives required for each CAPA level appears in Appendix E of this manual and is posted on the Internet at <http://www.startest.org/capa.html>.
- No. 2 pencils with erasers

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## General Information

The CAPA is an alternate test to the California Standards Test (CST) for students with significant cognitive disabilities. It is an on-demand performance assessment that is administered by trained certificated or licensed school personnel. The CAPA adheres to professional standards in the development, administration, scoring, and reporting of test results.

The CAPA blueprints were approved by the State Board of Education in 2006 for implementation beginning in 2008. The CAPA blueprints link directly to the California academic content standards at each grade level. These blueprints have been developed to accurately reflect the portions of the content standards from kindergarten through high school that are accessible to students with significant cognitive disabilities.

In the 2011 CAPA administration several field test items are embedded: four in English–language arts, four in mathematics, and four in science. These field test items will not count toward the student's score.

The *CAPA Examiner's Manual* includes information and materials for the administration of all five CAPA levels (I–V).

A student's eligibility to participate in the CAPA and the determined CAPA level are designated only by the individualized education program (IEP) team and not by individual ability in any particular content area. While most students eligible for the CAPA will take the level corresponding to the grade they are enrolled in, some students with the most significant cognitive disabilities may be eligible for Level I. Review each student's IEP to ensure that only those students designated to take CAPA Level I take CAPA Level I.

All students will take the CAPA tests in English–language arts and mathematics. Students considered to be enrolled in grades 5, 8, and 10 will also take the CAPA science test. Each content area includes twelve tasks. There are four versions of the test in order to field test new tasks. The front cover of this manual indicates the version number. This number must be recorded on the student's answer document to ensure proper scoring.

For information on the CAPA blueprints, see <http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp>.

## Examiner Requirements

- Preferably, the special education teacher or case carrier who regularly works with the student being tested should administer the test.
- **Only certificated or licensed district employees may administer the CAPA.**
- The CAPA shall be administered by certificated or licensed school staff members who have successfully completed CAPA training. To be considered trained, examiners must do at least one of the following ANNUALLY:
  - ◆ Participate in face-to-face local CAPA training.
  - ◆ Watch the “CAPA Examiner Training” DVD or online video clips.
  - ◆ The online training video clips can be found at: <http://www.startest.org/instruct.html>.
- If the student’s special education teacher or case carrier is not available to administer the test, it may be administered by another CAPA-trained staff member, such as a school psychologist; speech, physical, or occupational therapist; program specialist; or certificated teacher, principal, or assistant principal. This individual should have experience working with students with significant cognitive disabilities and must be trained to administer the CAPA.
- Instructional assistants may assist with the administration of the CAPA. However, they must sign a security affidavit if they have access to the CAPA tasks.
- Examiners enter the information required in the test rater identification box at the bottom of the back page of the answer document, including marking the circle “Examiner.” If the answer document has been pre-identified, the circle will be automatically marked, but examiners still sign and date that section.

## Double Rating

Two different persons, the examiner and an observer, will rate the performance of some students. Inter-rater reliability will be calculated through this process. Inter-rater reliability is important information for ensuring the comparability of scores.

The test site coordinator or principal of the school should objectively and randomly select 10% of the students who will take the CAPA in each content area and at each level to receive a second rating.

### Example:

Hill Crestview Elementary School has 49 CAPA students: 12 Level I, 16 Level II, and 21 Level III. The test site coordinator with the principal determines that one Level I, two Level II, and two Level III students (for a total of five students at the school/site) shall receive a second rating. The test site coordinator and principal randomly select the five students to receive the second rating by placing the names of the students (by level) in a hat and selecting the name(s). These five students shall receive second ratings **in each subject tested** for that CAPA level.

If the school has fewer than ten students at any level taking the CAPA, a single student at each level should be selected to be second-rated.

Ask the test site coordinator or principal for the name of the student or students selected and make sure the test is administered to those students only when the observer is present.

- The observer must meet the same qualification requirements as the examiner.
- The observer should have a separate copy of the *CAPA Examiner's Manual* and a blank answer document which can be found in the school's overage.
- The observer should observe the administration of each task and complete a separate answer document for those students who are second-rated.
- The following sections should be completed on the observer answer document:

- # Field name
- 1 Student Name, Test Examiner, School, District
- 3 Date of Birth
- 5 Last Name, First Name, Middle Initial
- 6 Gender
- 7a CAPA Level
- 7b Grade
- 11 Student ID Number, if applicable
- 12 Statewide Student Identifier (SSID)

- Ensure that the same name is entered on the examiner document as on the observer document.
- Each observer is expected to score the student's response independently of the test examiner.
- Observers enter the information required in the test rater identification box at the bottom of the back page of the answer document, including marking the circle "Observer."

## CAPA Tasks

Each CAPA test question (also called a task) asks a student to perform a task or a series of tasks. Each CAPA task consists of the Task Preparation, the Cue/Direction, and the Scoring Rubric. In addition, some tasks may call for Advance Preparation which should be done in advance of the task preparation. These titles are underlined to facilitate rapid identification of task components.

### Sample Science Item — Capa Level V

3. Task Preparation: Advanced preparation: Fill clear plastic cup  $\frac{3}{4}$  with water.

Tell student, "Watch me." Place on surface cup of water and put one whole sugar cube into water. Give first cue. Remove cup of water with sugar cube in it. Place on surface two whole sugar cubes. Use knife to cut one cube into two pieces. Point to the whole sugar cube and the two smaller pieces of sugar cube as you give second cue. Crush an additional sugar cube and place on surface. Point to whole sugar cube, cut sugar cube, and crushed sugar cube as you give third cue.

Correct answers: stirring, heating, crushing and/or breaking cube; cut sugar cube; crushed sugar cube.

Cue/Direction:

**What will help the sugar cube dissolve faster in the water?**

**Which will dissolve in water faster, the whole sugar cube or the cut sugar cube?**  
**Which will dissolve in water faster, the whole sugar cube, the cut sugar cube, or the crushed sugar cube?**

**Manipulatives:**

4 sugar cubes\*  
 1 knife  
 1 clear plastic cup filled  $\frac{3}{4}$  with water

Scoring Rubric:

- (4) Completes task with 100% accuracy.
- (3) Partially completes task (2 correct).
- (2) Minimally completes task (1 correct).
- (1) Attempts task.

**Advanced  
Task  
Preparation**

**Task  
Preparation**

**Cue/Direction**

**Correct  
Answers: Given  
only when  
necessary.**

**Manipulatives**

**Scoring Rubric**

### ***Task Preparation***

The Task Preparation before each cue/direction tells the examiner how to administer the task, including:

- the required manipulatives.
- how to arrange stimulus cards or manipulatives.
- the specific guidelines for the task.

**Note:** Do not read the Task Preparation to the student.

### ***Cues/Directions and Wait Times***

The cue/direction contains the exact wording in **bold print** that the examiner shall read aloud to the student. As needed, present the cue/direction through the student's primary mode of communication, including the language in which the student is receiving instruction.

For all levels there is a prescribed "wait time." The wait time refers to the time between when a cue/direction is given and when the student initiates a response or begins to respond.

- Students should be allowed at least five seconds if a verbal response is expected and seven seconds if a physical or motor response is expected.
- Wait times are approximate. You know your students and the appropriate time necessary for a response, whether longer or shorter than the five or seven seconds.
- After the standard cue/direction is given to the student, the student's behavior is observed and scored based on the degree of success in doing the task.
- The cue/direction may be repeated.

## Scoring the CAPA

Examiners and observers should be familiar with the CAPA scoring rubric before administering the exam, as tasks are scored by the examiner or observer as the exam is administered. The scoring rubric represents the guideline for scoring the task. The rubric varies according to the CAPA level.

- For Level I, the same rubric is used for all tasks. This rubric has a maximum of five points and is printed on each page of the test.
- For Levels II through V, each task has a specific rubric with a maximum of four points. The rubric follows the cue/direction component.

### Level I Scoring Rubric

**The Level I Scoring rubric applies to all tasks at Level I and appears at the bottom of each page.**

The student earns the highest score when he or she completes the task correctly after having been given the standard cue/direction, but with no prompting. “Figure 1. Level I Scoring Flowchart” provides a visual guide to assist in scoring Level I.

### Using Prompts

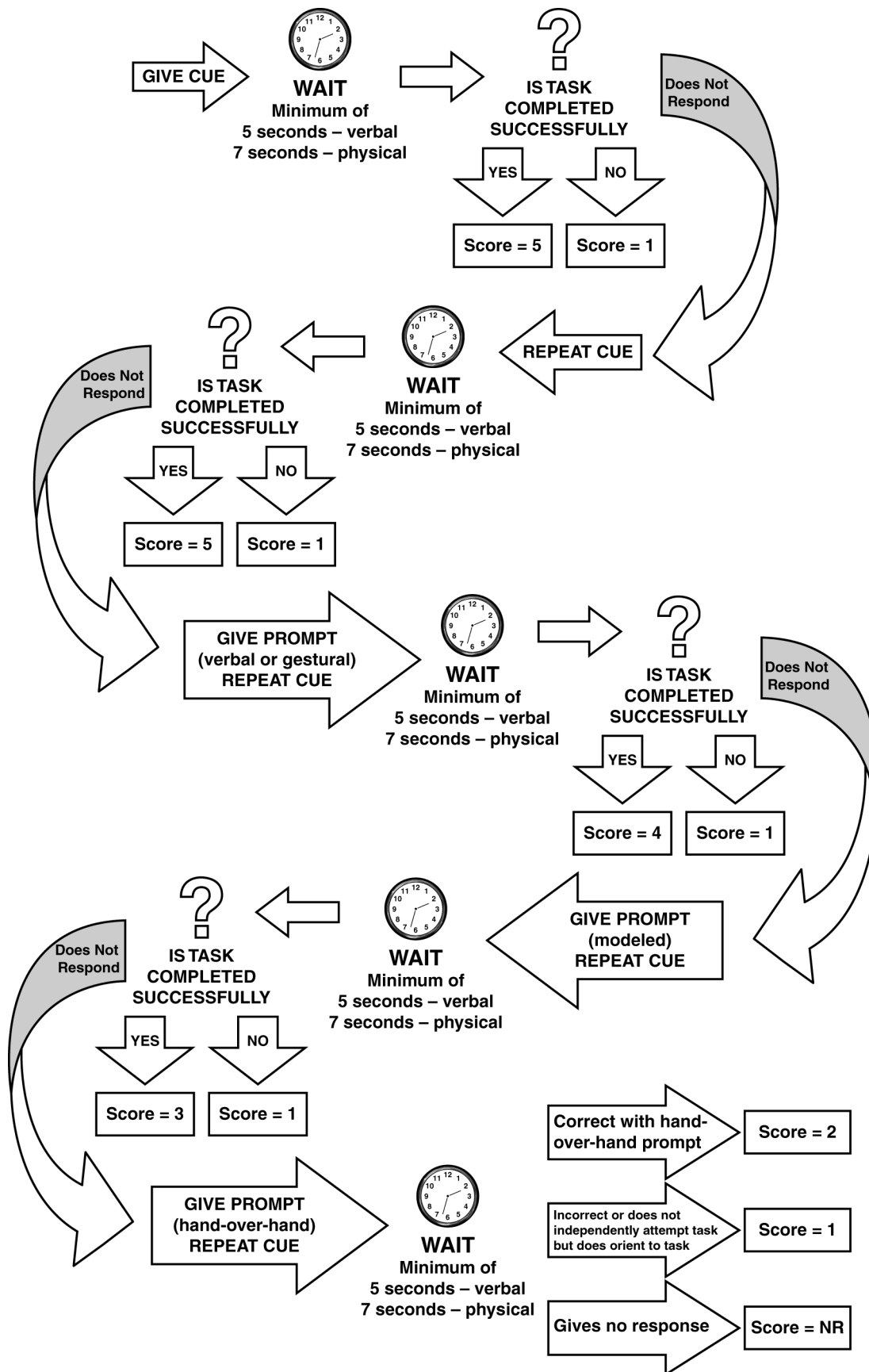
Level I tasks must be administered with attention to a sequence of cues and prompts. If prompting is necessary, the student's score is lowered by each prompt.

- The examiner should choose the prompts that have been effective with the individual student during instruction.
- For the first level of prompting (verbal/gestural), the examiner is providing additional encouragement to help the student initiate a response.
- For the next level of prompting (modeled), the examiner demonstrates the response to the task.
- After the final hand-over-hand prompt, the student **must independently complete** the task.
- “Table 1. Level I Scoring Rubric” contains a sequence describing the scoring and prompting required for Level I tasks.

### Scoring

- The score of 5 is used for CAPA Level I only; it is not used for other CAPA levels.
- The “NR” circle should be filled in only if a student makes no response.

Figure 1. Level I Scoring Flowchart



**Table 1. Level I Scoring Rubric**

<b>Score</b>	<b>Rubric</b>
<b>5</b>	Correct with no prompting
<b>4</b>	Correct with verbal or gestural prompt
<b>3</b>	Correct with modeled prompt
<b>2</b>	Correct with hand-over-hand prompt (student completes task independently)
<b>1</b>	Orients to task or incorrect response after attempting the task independently
<b>NR</b>	No response

Table 2. Level I Scoring Rubric Defined

Score	Rubric	Response and Prompting Required
5	<b>Correct with no prompting</b>	The student must complete the task after the cue/direction is given. The cue/direction may be repeated after an appropriate wait time if the student does not initiate the task. (Allowable wait times are five seconds when a verbal response is expected and seven seconds when a physical response is expected.) If the student successfully completes the task after the repetition of the cue/direction, he or she earns a score of 5.
4	<b>Correct with verbal or gestural prompt</b>	<p>If the student does not respond after the cue/direction is given, the examiner should choose a verbal or gestural prompt that has been known to be effective with the individual student. After prompting, the examiner should repeat the cue/direction.</p> <p>If the student successfully completes the task after a verbal or gestural prompt, he or she earns a score of 4. Allowable verbal/gestural prompts include:</p> <ul style="list-style-type: none"> <li>• Touch the student lightly on the shoulder to get his or her attention.</li> <li>• Gently move the student's face to establish eye contact with the examiner.</li> <li>• Provide a verbal or gestural prompt that signals the student to take the first step required to complete the task (for example, saying "Pick up the _____" or passing hand over the stimulus material or gesturing for the student to move toward the stimulus).</li> </ul>
3	<b>Correct with modeled prompt</b>	<p>If the student does not respond after a verbal or gestural prompt has been given, the examiner shall give modeled prompt. The examiner should repeat the cue/direction after prompting.</p> <p>If the student successfully completes the task after receiving a modeled prompt, he or she earns a score of 3. Allowable modeled prompts include:</p> <ul style="list-style-type: none"> <li>• Model the completion of the task.</li> </ul>
2	<b>Correct with hand-over-hand prompt</b>	<p>If the student attempts the task but fails to complete the task following a modeled prompt, the examiner shall give a hand-over-hand prompt. The examiner should repeat the cue/direction after prompting.</p> <p>If the student successfully completes the task independently after receiving a hand-over-hand prompt, he or she earns a score of 2.</p>
1	<b>Orients to task or incorrect response after attempting the task independently</b>	If the student does not correctly respond to cue/direction, does not attempt the task after the modeled or hand-over-hand prompts have been utilized but does orient toward the task, he or she earns a score of 1.
NR	<b>No response</b>	A score of NR (no response) is assigned if the student does not orient toward the task after the three prompts have been utilized.

## Levels II–V Scoring Rubrics

Levels II through V scoring rubrics appear immediately below each task. The scoring criteria defining “partially complete” and “minimally complete” are specific to each task.

Levels II through V provide an assessment of the degree to which a student shows mastery of a task. “Figure 2. Levels II–V Scoring Flowchart” provides a visual guide to assist in scoring Levels II through V.

### Using Prompts

No prompting is allowed for Levels II through V.

### Scoring

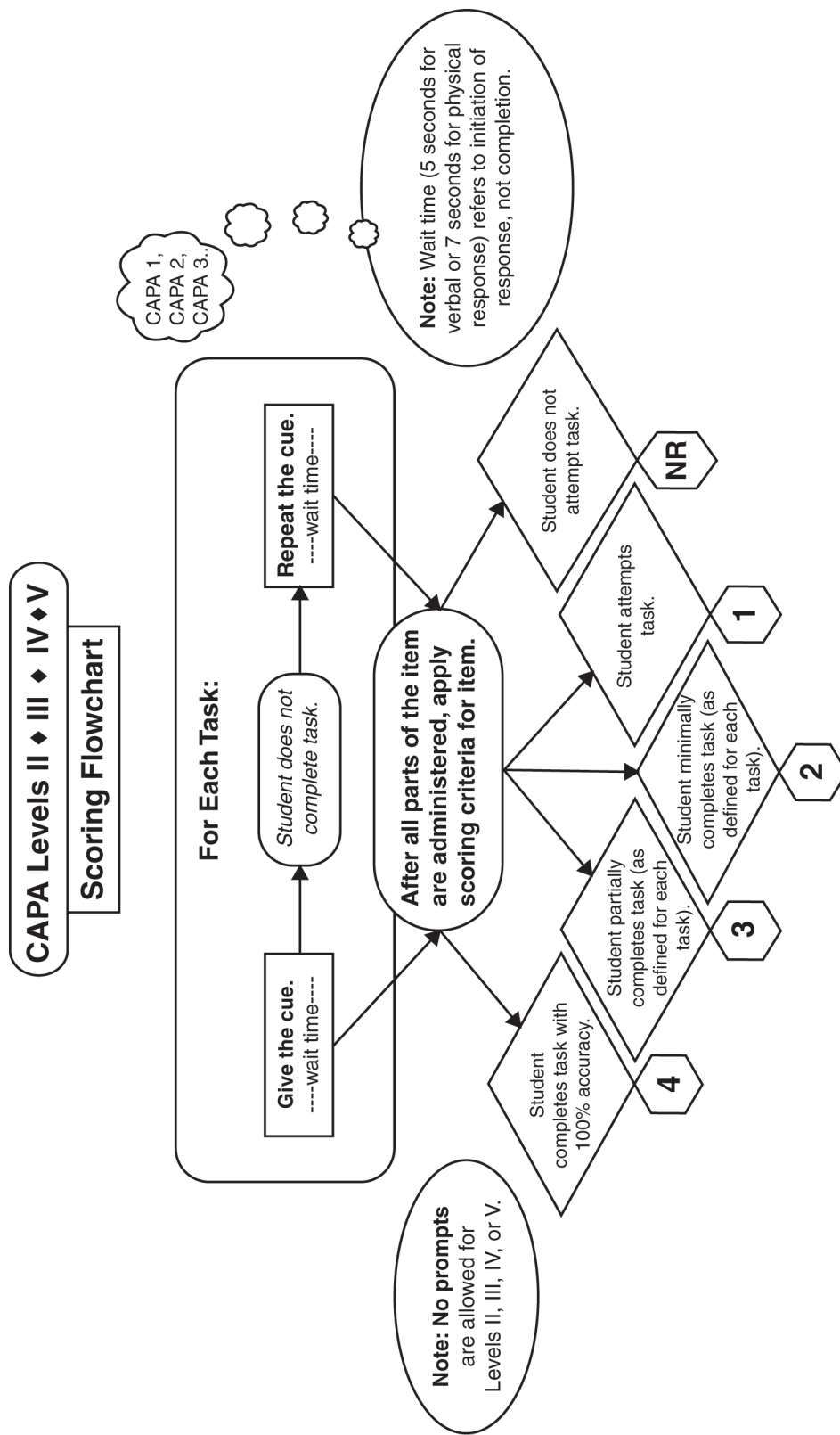
**Note: Do not** use a score of 5 for students testing at Levels II through V.

- The student must independently complete the task with 100 percent accuracy to earn a score of 4.
- Partial and minimal task completion will be specifically defined for each task, and the scoring criteria will appear in parentheses for a score of 3 or 2.
- If the student does not successfully complete any of the required components of the task but attempts to do the task, he or she should be given a score of 1.
- Assign a score of NR (no response) if the student does not attempt the task.

**Table 3. Levels II–V Scoring Rubrics**

Score	Rubric
4	Completes task with 100% accuracy.
3	Partially completes task ( <i>as defined for each task</i> ).
2	Minimally completes task ( <i>as defined for each task</i> ).
1	Attempts task.
NR	Does not attempt task.

Figure 2. Levels II–V Scoring Flowchart



## Core Adaptations

Students eligible for the CAPA represent a diverse population. Without compromising the comparability of scores, adaptations are allowed on the CAPA to ensure the student's optimal performance. The CAPA includes two types of adaptations:

1. Suggested adaptations for particular tasks, as specified in the task preparation; and
2. Core adaptations that are applicable for many of the tasks.

The list that follows includes the core adaptations that may be appropriate for students across many of the CAPA tasks and is not specifically limited to the disability subcategory listed. The examiner should become familiar with these core adaptations and use them whenever appropriate. **Unlisted adaptations (such as COLORING stimulus cards) are not allowed. If an adaptation is not listed, check with the CDE before beginning the administration of the CAPA to the student by contacting the STAR Office at [star@cde.ca.gov](mailto:star@cde.ca.gov) or 916-445-8765.**

### ***General Adaptations:***

- The following are interchangeable: "Show me," "Point to," "Give me," "Find."
- Position manipulatives and stimulus cards in the way that students can best perceive them.
- Place materials on a surface with a boundary so they will not fall away or roll out of reach as a student uses them.
- Structure the testing environment to eliminate distractions for students who are particularly distractible.

### ***Visual Impairments:***

- As needed, enlarge stimulus cards.
- Substitute braille, textured, or auditory materials (such as a beeping ball) for visual stimulus materials if such materials are used regularly by the student.
- Cut the actual outlines of shapes and figures from stimulus cards.
- Change cues such as "Show me" to cues such as "Tell me."
- Describe pictures as needed.
- Allow students to handle objects as needed.
- If a student uses glasses, they should be worn during the assessment.

### ***Auditory Impairments:***

- Allow the student to use an augmentative communication device.
- Use American Sign Language (ASL) or manually coded English in place of oral speech when appropriate.
- Allow nonverbal students to respond with gestures, movements, or vocalization in place of speech.
- When appropriate, accept eye gaze as a way of indicating a response.
- If a student uses hearing aids, they should be worn during the assessment. Check the aids daily to make sure they are functioning properly.

***Sensorimotor Impairments:***

- Extend wait times if the student has difficulty initiating an activity.
- Accept a change in muscle tone or a change in facial expression as an observed behavior.
- Position and stabilize the student so that the most controlled movement is possible.
- Allow students to direct another in performing physical tasks.

# What to Do

## Before the Test

- Attend** the CAPA examiner training or watch the training DVD or online video clips.
- Verify** CAPA eligibility.
  - ◆ A student's eligibility to participate in CAPA is determined by the student's IEP team. Participation criteria are provided in Appendix A — Eligibility to Participate in STAR by Taking the CAPA, on page 94.
  - ◆ Inform your test site coordinator immediately if you believe the CAPA is being administered inappropriately to students who may not meet the participation criteria.
- Verify** a student's CAPA level.
  - ◆ Before testing, verify the CAPA level to be administered to each student. See Appendix B — Verify CAPA Level, page 95.
  - ◆ Examiners may wish to use the sample class roster on page 96 to help them coordinate CAPA levels and test sections. It is recommended that examiners make a photocopy of the table on that page to maintain for their records.
- Identify students for whom an observer will be assigned**, as described on page 13.
- Read** this manual.
- Review and understand** the scoring rubrics and flowcharts.
- For Level I tasks, **plan** the types of prompts to be used.
- Review the CAPA levels** to be administered; identify the stimulus cards to be used.
- Cut apart the required stimulus cards** and organize them for a particular task using a paper clip, sandwich bag, or envelope.
- Review core adaptations** (page 23).
- Obtain the appropriate manipulatives.** Manipulatives are listed in Appendix E — CAPA Manipulatives, on page 107.
- Verify** that all testing materials are assembled and ready.
- Choose** an appropriate testing time.
  - ◆ **Avoid testing** right before snack or meal times or right after periods of intense activity.
  - ◆ **Try to test** at times when you know the students are at their best and not fatigued.
- Flag** the page in this manual where to begin each testing session, including the first day of testing.
- Identify** students who will not be tested because they have been exempted by a parent/guardian (exemption letters must be on file with principal/school administrator or in the student's records).
  - ◆ **Note:** Answer documents must be completed indicating parent exemption.
- Give the test site coordinator the answer documents for students who will not be tested.** Find out where to send these students during testing and prepare appropriate assignments for them as needed.
- Confirm** where to pick up and return materials for testing.

## Preparing the answer document

See Appendix D — Answer Document Demographic Information for descriptions of the demographic fields found on CAPA answer documents.

- Only examiner answer documents will be used to produce score reports for students.
- Additional blank answer documents will be available for the observer to use.

## Examiner

- If your district used the Pre-ID Service**, student name and other information will be printed in the bar code box (Section 2) on the front page of each answer document. If your district ordered adhesive bar code labels, you may be asked to affix the labels to the front cover of the student answer documents.
- If your district did not use the Pre-ID Service**, all demographic data must be hand-marked on each student's answer document. In this event, see Appendix D — Answer Document Demographic Information for more information.
- Your STAR test site coordinator may instruct **you** to complete specific demographic information on the answer document (for example, information not included in the Pre-ID file or for students who did not receive a Pre-ID answer document). This is to be done on the day before testing.
- Hand-mark** the CAPA level in Section 7a and the version number in Section 4.
- If the student is being tested at Levels II through V, **use a red ballpoint pen to draw a line** through the column of 5-score circles, because a score of 5 is used for Level I only.
- The Sections A2, "Special Conditions," and A4, "English Learner Test Variations," on the back cover of the answer document must also be marked by hand, if applicable.
- Mark** the "Examiner" circle on the bottom of the back page of the answer document and sign and date it. If the answer document was pre-identified, the "Examiner" circle is already marked.
- If the demographic data has to be changed for a student**, mark the answer document "VOID – New Document Coded" and hand-mark another blank answer document. Any demographic data hand-marked on a Pre-ID answer document will not be read. Return the voided document with other unused and nonscorable test materials.

## Observer

- Student answer documents to be used by observers will be blank, even if your district used the Pre-ID Service.** The examiner should mark the student's name, district, school, and demographic information on the student answer document for the observers.
- To match** the student answer document completed by the CAPA examiner with the answer document completed by the observer, only a few basic demographic fields need to be completed. **These fields must match exactly as they were entered on the primary (examiner's) student answer document to ensure the student's scores are counted only once.**

#	Field name
1	Student Name, Test Examiner, School, District
3	Date of Birth
5	Last Name, First Name, Middle Initial
6	Gender
7a	CAPA Level
7b	Grade
11	Student ID number
12	Statewide Student Identifier (SSID)

- Completed fields must be **accurately hand-marked** to match the examiner-completed answer document for the student.
- Be sure** the student's name is spelled the same way on both answer documents.
- If the student is being tested at Levels II through V, **use a red ballpoint pen to draw a line** through the column of 5-score circles, because a score of 5 is used for Level I only.
- Mark** the "Observer" circle on the bottom of the back page of the answer document and sign and date it.

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# What To Do

## Day of the Test

- Set up an appropriate testing area.**
  - ◆ Choose an area free from visual distraction and unnecessary noise.
  - ◆ Make sure that all testing materials are conveniently located and well-organized.
  - ◆ Make sure you have a *CAPA Examiner's Manual*, answer documents, No. 2 pencils with erasers, appropriate stimulus cards and manipulatives, and an adequate surface for recording responses.
- Minimize interruption.**
  - ◆ Do not mix instructional and testing activities.
  - ◆ Plan for an uninterrupted test session.
- Make sure the physical conditions** in the testing room are satisfactory.
- Make sure that no instructional materials** directly related to the content of the test are visible to students.
- Clear the student's desk** before beginning each testing session.

## Administering the Test

**The administration and scoring procedures for the CAPA must be uniform.** The test is designed to be used to compare the performance of large groups of students. If the scores are to be comparable, the testing conditions must be similar for all students. Standardization requires that examiners adhere to the guidelines that follow.

- **Use the adaptations and/or assistive devices that are required by each student's IEP.**
  - ◆ Use specific adaptations for individual tasks, as needed.
  - ◆ As needed, provide cue/directions through the student's primary mode of communication, including the language in which the student is receiving instruction.
  - ◆ Permit students to indicate responses via pointing, eye gaze, or other means normally used in the classroom when verbalization is not possible.
  - ◆ Administer tasks using the assistive devices or communication tools normally used with the student to communicate in the classroom.
  - ◆ Describe pictures or other visual material as needed for students with visual impairments.
- **Use proper testing techniques.**
  - ◆ Explain the assessment, saying, for example, "Today we are going to do some work together. I want you to do your best." The statement may be altered to fit the student's maturity level and communication requirements.
  - ◆ Administer all sections of the test and the tasks in the order indicated in this manual.
  - ◆ Follow the specific guidelines of the task preparation component of each task. The cue/direction contains the exact wording in **bold print** that must be read aloud to the student, except when general adaptations are given. As needed, present the cue/direction through the student's primary mode of communication, including the language in which the student is receiving instruction.
  - ◆ Do not read task preparation instructions to the student.
  - ◆ Use a sorting structure where appropriate. This can be as simple as pieces of construction paper designated as places for sorting, but if the student is familiar with other sorting structures such as sorting mats or containers, use them.
  - ◆ Encourage students to do their best throughout the assessment.
  - ◆ If necessary, use the student's name prior to giving the standard cue/direction in order to focus his or her attention.
  - ◆ Be careful not to provide cues to responses via commentary, tone of voice, facial expressions, or body language.
  - ◆ Reinforce student performances randomly, whether correct or incorrect. Avoid reinforcing only correct responses.
  - ◆ When timing is required, use a second hand on a watch or clock or count silently, "CAPA 1, CAPA 2, CAPA 3, CAPA 4, CAPA 5...." Allow standard wait times for the student to initiate a response — five seconds when a verbal response is expected and seven seconds when a physical response is expected. This does not mean that the student must complete the task in this time frame; the student must simply show observable signs that he or she is beginning the task. Beginning can consist of a simple movement toward the stimulus materials. The type of response the student gives—verbal or physical—may depend on the student's individual response mode.

- **Use stimulus cards and manipulatives appropriately.**
  - ◆ The CAPA stimulus cards are in order by content area then level; each set contains the cards necessary to administer a given level.
  - ◆ Present stimulus cards or manipulatives in the manner that best enables the student to process them.
  - ◆ Tasks requiring stimulus cards or manipulatives typically include instructions to place them on a surface (for example, a desk, table, or tray). Unless otherwise instructed, place multiple cards or manipulatives on the surface in the order stated in the task preparation from left to right according to the student's perspective.
  - ◆ You may adapt how materials are presented according to the student's individual needs by holding the cards up, handing them to the student, placing them within the student's visual field, etc. (See Core Adaptations, page 23.)
- **Score student responses.**
  - ◆ After the student has responded, completely fill in the corresponding circle on the answer document. Give only one score to each task.
  - ◆ Record score responses accurately.
  - ◆ Record score responses according to each student's performance at the time of testing and not based on what you know about the student's ability or performance of similar tasks at other times.
  - ◆ If you change a score, be sure that the previous mark is erased completely.

**Reminder:** Level I scoring requires selecting from five choices on the answer document, but the scoring for Levels II through V does not include a score of "5."

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## What To Do

### After the Test

- Sign and date each completed answer document**, verifying that you have been trained in the CAPA administration.
- If you are an observer, work with the coordinator to ensure that you have marked the seven required demographic sections correctly** (1, 3, 5, 7a, 7b, 11, and 12). Section 7a, CAPA Level, has to be hand marked.
- Work with your STAR test site coordinator to ensure that any marks other than marks within answer circles have been erased.** Cleaning up the answer documents is to be done only with the STAR test site coordinator and/or principal/school administrator. **Do not** erase anything other than student response scores unless you are working directly with the STAR test site coordinator or principal/school administrator.
- Before returning materials to the STAR test site coordinator, mark any applicable circles in sections A2 and A4 on the back cover of students' test booklets/answer documents where appropriate and confirm with the test site coordinator. See Appendix D, last part on "Special Conditions, A2" and "English Learner Test Variations, A4."
- Completed CAPA answer documents are secure materials. **Return all answer documents and *CAPA Examiner's Manuals* to your STAR test site coordinator immediately after testing has been completed.**

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# Glossary

***alternate achievement assessment***

A test that is different or modified from the CST for individuals who cannot take the CST even with accommodations or modifications.

***alternate academic achievement standards***

The performance level cut scores used to measure the student's achievement on the California Alternate Performance Assessment; are linked to the California content standards, are designed for students with significant cognitive disabilities, and are developed through a validated standard setting process.

***assessment or test***

A systematic method of obtaining information used to draw inferences about characteristics of students or programs.

***assistive technology (or, assistive technology device)***

A piece of equipment or product system that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. Assistive technologies may be considered "low-technology" such as picture/symbols cards for communication, or "high-technology" such as computers equipped with adaptive devices.

***attempt***

The student gives an incorrect response or tries to respond but does not correctly complete the task.

***blueprint***

An outline that identifies the number of questions and percentage of questions assessed per standard.

***braille communication***

A way of conveying meaning that relies on braille characters, ordinarily expressed through tactile media.

***communicate***

To intentionally use any of the following: speech, writing, drawing, sign language, movement, assistive technology, etc., as well as any of the senses of hearing, touch, or sight, in order to express or receive information.

***content standard***

A statement specifying a level of performance expectation in a grade and subject to which all students are to be held accountable.

**cue**

Information/stimulus provided by the examiner to the student.

**cue/direction**

Specific examiner words or actions used to elicit a response from the student.

**demonstrate**

To show something to someone else or to indicate how something is done. Observed behaviors may include, for example, pointing or looking toward the thing or activity being demonstrated, moving the thing or activity where it may be more easily viewed or accessed by an audience, signaling for the audience to move toward the thing or activity being demonstrated, perhaps accompanied by a description (in a primary mode of communication) of the thing or activity.

**display**

To show something to someone else. Observed behaviors may include, for example, pointing or looking toward the thing being displayed, moving an artifact where it may be more easily viewed or accessed by an audience, signaling for the audience to move toward the thing being displayed, perhaps accompanied by a description (in a preferred mode of communication) of the thing.

**engage**

Interact or become involved with something (for example, an object), someone, or an activity (like a game or task), where engagement may occur in different levels or degrees.

**eye gaze**

A form of communication that relies on the gaze, movement, or blinking of eyes to convey meaning.

**identify**

To pick out or to assert, especially by labeling or selecting from options. Observed behaviors may include looking toward, pointing to, gesturing, verbally labeling, or using sign language, etc.

**indicate**

To point out, show, suggest, or assert. Observed behaviors may include looking toward, pointing to, gesturing, verbally labeling, or using sign language, etc.

**inter-rater agreement (or, inter-rater reliability)**

The consistency with which two or more persons rate the work or performance of students.

**levels**

Usually refers to the five levels of the CAPA, as determined by the California Department of Education.

***match***

To indicate that two things (objects, words, ideas, etc.) go together based on some characteristic (size, shape, color, etc.). Behaviors may include actions such as moving matched objects together or indicating such movement through the preferred mode of communication.

***orient***

To give attention to the task/activity. Observed behaviors may include the student moving part of his or her body toward the presented task/activity, etc.

***performance assessment***

A test based on standards that utilize tasks and require students to physically demonstrate what they know and can do.

***produce***

To construct or generate written, drawn, or printed material. Observed behaviors may include use of pen, keyboard, assistive technology, etc.

***prompt***

Signal, event, or stimulus occurring prior to a behavior that assists in initiating a response. See types of prompts below.

***prompt, verbal***

Providing words of encouragement or phrases to help get the student started on the task (without telling the student how to complete the task or giving answers). An example of a verbal prompt is, "Pick up the crayon."

***prompt, gestural***

Touching a student lightly on the shoulder to get attention, gently moving the student's face to get eye contact with the examiner, nodding the head, or using gestures that signal messages. For example, the examiner makes a sweeping motion with his/her hand over the stimulus materials.

***prompt, modeled***

To complete the task correctly for the student. For example, the test examiner picks up the correct manipulative or stimulus card, and then returns the card or manipulative to its initial position.

***prompt, hand-over-hand***

To physically guide the student to complete the task. For example, the examiner places his or her hand over the student's hand and gently guides the student to choose the correct response. The student must independently complete the task correctly after the hand-over-hand prompt to receive a score of 2.

**reliability**

Consistency among a group of test scores.

**response**

A communication or behavior reflecting the task.

**score**

The numeric application assigned to a behavior as the result of an assessment of an individual.

**scoring process**

The process of scoring tasks, based on established rubrics. In the case of the CAPA, this process also entails examiner attention to subtasks and to student behavior.

**scoring rubric**

Generally, the criteria (including rules, principles, and illustrations) used in scoring, but most particularly to scoring of tasks. For the CAPA, there are two scoring rubrics, one for Level I and another for Levels II through V.

**share**

To voluntarily relinquish an object, role, or space to someone else out of consideration for others or for rules of fair play. Observed behaviors may involve physically relinquishing the object or otherwise indicating that the object, role, or space is to be relinquished.

**sign communication**

A way of conveying meaning that relies on sign language or other formal or informal systems of manual communication.

**sort**

To put things into categories based on some characteristic (shape, weight, color, etc.). Behaviors may include actions such as moving objects that are in the same category together.

**task**

An exercise or question that is intended to elicit evidence about student proficiency.

**task preparation**

Explanation of how the examiner is to administer a task.

**ungraded program**

Those students participating in the CAPA who are considered “ungraded” or in programs that span grades — subtract 5 from the student’s chronological age as of December 2, 2010, to determine the student’s grade for CAPA testing purposes only.

***validity***

Theoretical and evidential support for the degree to which a test measures what it purports to measure.

***verbal communication***

A way of conveying meaning that relies on vocalization.

***wait time***

Time interval allowed before a student initiates a response. Allowable wait times are five seconds when a verbal response is expected and seven seconds when a physical response is expected; however, the examiner may wish to extend or narrow these times based on previous student performance on assessments or student work in the classroom.

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# Appendix A — Eligibility to Participate in STAR by Taking the CAPA

## California Alternate Performance Assessment Participation Criteria

Eligibility for the CAPA is based on a student’s individualized education program (IEP), that reflects an emphasis on alternate achievement standards. In order to aid an IEP team in its determination of whether a student should be assessed by the CAPA, the following can be considered:

**Circle “Agree” or “Disagree” for each task:**

Agree	Disagree	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his or her nondisabled peers; however, his or her learning objectives and expected outcomes focus on the functional applications of the general curriculum.
Agree	Disagree	The student cannot address the performance level assessed in the statewide assessment, even with accommodations or modifications.
Agree	Disagree	The decision to participate in the alternate assessment is <i>not</i> based on the amount of time the student is receiving special education services.
Agree	Disagree	The decision to participate in the alternate assessment is <i>not</i> based on excessive or extended absences.
Agree	Disagree	The decision to participate in the alternate assessment is <i>not</i> based on language, cultural, or economic differences.
Agree	Disagree	The decision to participate in the alternate assessment is <i>not</i> based on deafness/blindness, visual, auditory, and/or motor disabilities.
Agree	Disagree	The decision to participate in the alternate assessment is <i>not primarily</i> based on a specific categorical label.
Agree	Disagree	The decision for alternate assessment is an IEP team decision, rather than an administrative decision.

If the answer to any of these questions is “Disagree,” the team should consider including the student in the California Standards Tests with the use of any necessary accommodations and/or modifications or the California Modified Assessment with the use of necessary accommodations.

## Appendix B — Verify CAPA Level

The CAPA is an alternate assessment for the STAR Program; thus the same grade-level participation is required. Students enrolled in the second through the eleventh grades are to participate in the CSTs, CMA, or the CAPA. For those students participating in the CAPA who are in “ungraded programs,” the IEP team should determine the appropriate CAPA level based upon the student’s age. Students designated on their IEP to take the CAPA **must take** either CAPA Level I or the CAPA level designated for their individual grade level.

**Students who repeat grade eleven for multiple years continue to take CAPA Level I or Level V as their statewide assessment until enrolled in grade twelve.**

The decision to place a student in CAPA Level I must be made by the IEP team. Though it may be likely that a student will continue to take the CAPA Level I throughout his/her K–12 education, the IEP team must reevaluate this decision each year. CAPA Level I is intended for the students with the most significant cognitive disabilities, identified in one of the grades two through eleven, and who are receiving instruction and curriculum aligned to the CAPA Level I blueprints.

The decision to move a student from Level I to his/her grade-assigned CAPA level should be based both on the student’s CAPA performance from the previous year and on classroom assessments. In cases where the student has uneven development, the IEP team should consider placing the student in his/her grade-assigned CAPA level in order to provide an optimal challenge to the student.

**Table 4. Determine CAPA Level**

CAPA Level	Grade Range	Age Range for Ungraded Programs	Subjects
I	2–11*	7–16	English–Language Arts, Mathematics, Science
II	2–3	7–8	English–Language Arts, Mathematics
III	4–5	9–10	English–Language Arts, Mathematics, Science
IV	6–8	11–13	English–Language Arts, Mathematics, Science
V	9–11	14–16	English–Language Arts, Mathematics, Science

\* Level I is for students with the most significant disabilities in grades two through eleven.

See Appendix C — Sample Class Roster for Administration of the CAPA on page 96 for a sample class roster.

# Appendix C — Sample Class Roster for Administration of the CAPA

School: \_\_\_\_\_ District: \_\_\_\_\_ Date: \_\_\_\_\_

Test Examiner: \_\_\_\_\_ Class: \_\_\_\_\_ Room: \_\_\_\_\_

		CAPA Level					Content Area		
		Specifically identified in the IEP.	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-11	English-Language Arts	Mathematics	Science (Grades 5, 8, and 10 only)
Circle the appropriate CAPA level and check off test sections as they are administered.									
Student's Name									
First	Last	•	•	•	•	•	✓	✓	✓
		I	II	III	IV	V			
		I	II	III	IV	V			
		I	II	III	IV	V			
		I	II	III	IV	V			
		I	II	III	IV	V			
		I	II	III	IV	V			
		I	II	III	IV	V			
		I	II	III	IV	V			
		I	II	III	IV	V			
		I	II	III	IV	V			
		I	II	III	IV	V			
		I	II	III	IV	V			
		I	II	III	IV	V			
		I	II	III	IV	V			
		I	II	III	IV	V			
		I	II	III	IV	V			
		I	II	III	IV	V			
		I	II	III	IV	V			

# Appendix D — Answer Document Demographic Information

Table 5. Primary Demographic Information

Field Name	Section	Description
<b>Student Name, Test Examiner, School, and District</b>	1	Complete prior to testing.
<b>Bar code label</b>	2	If the school district Pre-ID'd using the label option, place the demographic bar code label in this section on the document the test examiner will use.
<b>Date of Birth</b>	3	Mark the student's birth month and enter and mark the student's birth day and year.
<b>Version #</b>	4	Enter and mark the CAPA version number.
<b>Last Name</b>	5	Enter and mark the first 11 letters of the student's last name. For hyphenated names, mark up to 11 letters beginning with the name preceding the hyphen. For example, for "Smith-Harrison" mark "Smith Harri." Use only the student's legal name from school records.  Use <b>only letters and spaces</b> , <i>not</i> apostrophes, hyphens, numbers, periods, commas, and so forth. Left-justify and mark the circle at the top of each column with no letter entries.
<b>First Name</b>	5	Enter and mark the first 9 letters of the student's legal first name. <b>Do not</b> use a nickname or middle name instead of a first name. For example, enter "Kenneth," not "Ken" or "Kenny."  Use <b>only letters and spaces</b> . Left-justify and mark the circle at the top of each column with no letter entries.
<b>MI</b>	5	Enter and mark the middle initial or leave the field blank. Mark the circle at the top of the column if the field is left blank.
<b>Gender</b>	6	Mark "Female" or "Male."
<b>CAPA Level</b>	7a	Mark the student's CAPA level as determined by the student's IEP team.
<b>Grade</b>	7b	Mark the student's current grade—this is the grade that the school shows as the student's enrollment grade; it must match the CAPA grade range in 7a. Schools may assign high school students to grades on the basis of credits earned or years in school. <ul style="list-style-type: none"> <li>• For ungraded programs, subtract 5 from the student's age on December 2, 2010, to determine the student's testing grade level.</li> <li>• If students are counted as grade ten for the CAHSEE, they must take a grade ten STAR assessment.</li> </ul>
<b>Ethnicity/Race</b> Is the student Hispanic or Latino?	8	Mark "Yes" or "No."  <b>Hispanic or Latino</b> A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Field Name	Section	Description
<p><b>Ethnicity/Race</b> Mark one or more.</p>	<p>9</p>	<p>Mark the appropriate circle(s) for all applicable groups. If “No” is marked in Section 8, at least one ethnicity/race in Section 9 must be marked.</p> <p><b>American Indian or Alaska Native</b> Having origins in any of the original peoples of North, Central, or South America and maintaining tribal affiliation or community attachment</p> <p><b>Asian Indian</b> Having origins in any of the original peoples of the Indian subcontinent</p> <p><b>Black or African American</b> Having origins in any of the black racial groups of Africa</p> <p><b>Cambodian</b> Having origins in any of the original peoples of Cambodia</p> <p><b>Chinese</b> Having origins in any of the original peoples of China or Taiwan</p> <p><b>Filipino</b> Having origins in any of the original peoples of the Philippine Islands</p> <p><b>Guamanian</b> Having origins in any of the original peoples of Guam</p> <p><b>Hmong</b> Having origins in any of the original peoples of the mountainous regions of Southeast Asia</p> <p><b>Japanese</b> Having origins in any of the original peoples of Japan</p> <p><b>Korean</b> Having origins in any of the original peoples of North or South Korea</p> <p><b>Laotian</b> Having origins in any of the original peoples of Laos</p> <p><b>Native Hawaiian</b> Having origins in any of the original peoples of Hawaii</p> <p><b>Other Asian</b> Having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent not included on this list</p> <p><b>Other Pacific Islander</b> Having origins in any of the original peoples of other Pacific Islands not included on this list</p> <p><b>Samoaan</b> Having origins in any of the original peoples of the Samoa Islands</p> <p><b>Tahitian</b> Having origins in any of the original peoples of Tahiti</p> <p><b>Vietnamese</b> Having origins in any of the original peoples of Vietnam</p> <p><b>White</b> Having origins in any of the original peoples of Europe, the Middle East, or North Africa</p>

Field Name	Section	Description
<b>Parent Education Level</b>	10	<p>Mark one. Parent Education Level indicates the educational attainment of the student's most educated parent or guardian with whom the student resides:</p> <ul style="list-style-type: none"> <li>• <b>Graduate school/postgraduate training</b> Parent or guardian attended graduate school with or without attaining a graduate degree</li> <li>• <b>College graduate</b> BA or BS degree or equivalent degree from a foreign university</li> <li>• <b>Some college (includes AA degree)</b> Completion of any courses within a two- or four-year academic program, including AA degree, but not including vocational or technical schools</li> <li>• <b>High school graduate</b> Parent or guardian received a high school diploma, either by graduation or by testing or may have completed preparatoria or have received a comparable high school degree in another country</li> <li>• <b>Not a high school graduate</b> Parent or guardian may have attended some or no school and did not graduate or may have completed secundaria</li> <li>• <b>Declined to state or unknown</b></li> </ul>
<b>Student ID Number</b>	11	Enter and mark the local ID number assigned by the school or school district. Right-justify and include leading zeros if the ID number has fewer than 10 digits.
<b>Statewide Student Identifier (SSID)</b>	12	Enter and mark the student's 10-digit Statewide Student Identifier. All students should have an SSID.
<b>NPS School Code</b>	13	Nonpublic, nonsectarian school code. To find the code, go to <a href="http://www.cde.ca.gov/re/sd">http://www.cde.ca.gov/re/sd</a> . Select the radio button to choose <i>Nonpublic, Nonsectarian Schools</i> . Use the scrolling menus to select the county and district. If the school is outside of California, scroll to the bottom of the County Name list and select <i>Non-California</i> . Select <b>Search</b> . The NPS code is the last seven digits in the first column, <i>CDS Code</i> .

Field Name	Section	Description
<p data-bbox="203 195 448 222"><b>CBEDS Enrollment</b></p> <p data-bbox="87 239 172 266">School</p> <p data-bbox="87 495 172 522">District</p>	<p data-bbox="540 195 574 222">14</p>	<p data-bbox="670 195 760 222"><b>School</b></p> <p data-bbox="670 239 1484 352">Mark “Yes” if the student was counted in the school’s CBEDS enrollment and has been continuously enrolled in the school since that data collection—that is, the student has not been removed from the school’s enrollment for any reason.</p> <p data-bbox="670 371 1468 457">Mark “No” if the student was either not counted in the school’s CBEDS enrollment or the student was counted, was disenrolled from the school, and enrolled in the school again prior to testing.</p> <p data-bbox="670 476 764 504"><b>District</b></p> <p data-bbox="670 522 1503 636">Mark “Yes” if the student was counted in the district’s CBEDS enrollment and has been enrolled in schools in the district since the data collection. The student may have moved among schools in the district but not to another district.</p> <p data-bbox="670 655 1487 768">Mark “No” if the student either was not enrolled in a district school for the CBEDS data collection or the student was counted in CBEDS, moved to another district, and then returned prior to the test administration.</p> <p data-bbox="670 787 1459 873">Use the following criteria to determine continuous enrollment for Section 14. Evidence of withdrawal from a school or district includes, but may not be limited to, the following:</p> <ul data-bbox="711 877 1487 1066" style="list-style-type: none"> <li data-bbox="711 877 1243 905">• The student died while enrolled in school.</li> <li data-bbox="711 911 1487 968">• The parent/guardian withdrew the student to enroll in another school or district.</li> <li data-bbox="711 974 1459 1031">• The parent/guardian withdrew the student with the intent to home school.</li> <li data-bbox="711 1037 1430 1066">• The student was placed in the California Youth Authority.</li> </ul> <p data-bbox="670 1085 1398 1142">Reasons for dropping a student from a school’s or district’s enrollment include, but may not be limited to, the following:</p> <ul data-bbox="711 1148 1487 1304" style="list-style-type: none"> <li data-bbox="711 1148 1487 1205">• The student was expelled from the school and district with no further participation in an academic program.</li> <li data-bbox="711 1211 1438 1268">• The school/district has evidence (documentation) that the student moved.</li> <li data-bbox="711 1274 1498 1304">• The student left school and met the state criteria of a dropout.</li> </ul> <p data-bbox="670 1323 1459 1436">If a student is absent for an extended period of time because of illness, vacation, or a temporary move during which the student does not enroll in another school or district, the student is to be counted as continuously enrolled.</p> <p data-bbox="670 1455 1492 1568">Removal from a school’s or district’s enrollment generally means that the school received information that the student had moved or enrolled in another school or district or the school or district determined that the student met the state dropout criteria.</p>

Field Name	Section	Description
<p><b>Student's English Proficiency</b></p>	<p>15</p>	<p>Mark the student's English-language proficiency (English-language classification) at the time of testing. Proficiency levels are:</p> <ul style="list-style-type: none"> <li>• <b>English only (EO):</b> A student for whom there is a report of English as the primary language (i.e., language first learned, most frequently used at home, or most frequently spoken by the parents or adults in the home) on the "Home Language Survey"</li> <li>• <b>Initially fluent English proficient (I-FEP):</b> A student whose primary language is a language other than English who initially met the district criteria for determining proficiency in English</li> <li>• <b>English learner (EL):</b> A student who first learned or has a home language other than English who was determined to lack sufficient fluency in English on the basis of state oral language (K–12) and literacy (3–12) assessments to succeed in the school's regular instructional program (For students tested for initial classification prior to May 2001, this determination is made on the basis of the state-approved instrument the district was using. For students tested after May 2001, use the CELDT results.)</li> <li>• <b>Reclassified fluent English proficient (R-FEP):</b> A student whose primary language is a language other than English who was reclassified from English learner to fluent-English proficient</li> </ul>
<p><b>Special Education Services</b> Primary disability</p>	<p>16a</p>	<p>Mark the three-digit primary disability code from the student's IEP. If a code is not entered and the "IEP" circle is selected in part "a" of Section A3, this code will default to "unknown disability" which may be corrected through either the extended Pre-ID data corrections process or the demographic data corrections process. Refer to the Primary Disability Codes table on page 104 for primary disability codes.</p>
<p><b>Special Education Services</b> NPS enrollment</p>	<p>16b</p>	<p>Mark "Yes" if the student receives special education services at a nonpublic, nonsectarian school (NPS) on the basis of his or her IEP.</p>
<p><b>Program Participation</b> Specially funded programs</p>	<p>17</p>	<p>Mark all the specially funded programs in which the student participated during this school year:</p> <ul style="list-style-type: none"> <li>• <b>Migrant Education:</b> students participating in a migrant education program</li> </ul>

Field Name	Section	Description
<p><b>Program Participation</b> English learner programs</p>	17	<p>If the student is an English learner, mark one of the following:</p> <ul style="list-style-type: none"> <li>• <b>EL in ELD:</b> The student is receiving English-language development (ELD) instruction, which is an academic subject of English-language instruction appropriate for the student's identified level of language proficiency. ELD is consistently implemented and designed to promote second-language acquisition of listening, speaking, reading, and writing. ELD instruction must be provided by an authorized teacher (either certified or in training for the type of service provided).</li> <li>• <b>EL in ELD and SDAIE:</b> The student is receiving a program of English-language development and instruction through specially designed academic instruction in English (SDAIE) services, which is an approach used to teach academic courses to English learners in English. SDAIE must be designed for nonnative speakers of English and focused on increasing the comprehensibility of the academic courses normally provided to fluent-English proficient and English-only students in the district. SDAIE must be provided by an authorized teacher (either certified or in training for the type of service provided).</li> <li>• <b>EL in ELD and SDAIE with primary language support:</b> The student is receiving a program of English-language development and instruction through specially designed academic instruction in English facilitated by primary language support. Primary language support is instructional support through the student's primary language. Primary language support may be used in order to clarify meaning and facilitate student comprehension of academic content-area concepts taught mainly through mainstream English and/or SDAIE. Primary language support must be provided by a credentialed teacher fluent in the student's primary language or by bilingual paraprofessional staff (aides fluent in the student's primary language and supervised by a credentialed teacher).</li> <li>• <b>EL in ELD and academic subjects through primary language:</b> The student is receiving a program of English-language development and primary language instruction services, which is an approach used to teach academic courses in and/or through a primary language other than English. The curriculum must be equivalent to that provided to fluent-English proficient and English-only students. Instruction must be provided by an authorized teacher (either certified or in training for the type of service provided).</li> <li>• <b>Other EL instructional services:</b> The student is receiving instructional or support services, specifically designed for EL students, that do not correspond to one of the previous four descriptions.</li> <li>• <b>None (EL only):</b> The student is receiving no instructional or support services specifically designed for EL students that correspond to any of the five previous categories.</li> </ul>
<p><b>ASAM Schools Only</b></p>	18	<p>Use this field only if the school is participating in the Alternative School Accountability Model. Mark this field if the student enrolled in school less than 90 school days before testing began.</p>

Field Name	Section	Description
<b>Student's Primary Language Code</b>	19	Mark the two-digit code from the Primary Language Code table on page 106. "Primary language" is the language identified on the "Home Language Survey" as the language the student first learned, most frequently used at home, or most frequently spoken by parents or adults in the home.
<b>County/District of Residence</b> For students with IEPs	20	If a student with an IEP attends school or receives special education services through a county office of education or the IEP requires that the student be placed in a school or special education program in a school district other than the school district in which the student resides, mark the two-digit county code and five-digit district CD code for the district in which the student resides. Do not mark this section if the student is placed in another school district only at the request of the student's parent or guardian.
<b>R-FEP</b> Date reclassified	21	Mark the month and century and enter and mark the day and year the student was reclassified as fluent-English proficient.
<b>NSLP</b>	23	Mark "Yes" or "No" if the student is eligible for the National School Lunch Program (free or reduced-price lunch). If all students in the school receive free or reduced-price lunch, mark "Yes" for all students.  <b>Note:</b> Be sure to also respond to Section 10, Parent Education Level.
<b>English Learner</b> Date enrolled	24	Mark the month and century and enter and mark the day and year the student first attended any public or private school in the United States or one of its territories. This is the enrollment date in any public or private school.
<b>English Learner (EL) Less Than 12 Months</b>	25	Mark this field only if the student will have been enrolled in a school in the United States less than 12 months on the first day of testing. These are cumulative, not consecutive, months.
<b>Special Conditions</b>	A2	Special testing conditions can be marked for one or all tests the student takes. Special testing conditions are as follows: <ul style="list-style-type: none"> <li>• <b>A</b> The student was absent for regular and makeup testing.</li> <li>• <b>E</b> The student was not tested because of a significant medical emergency.</li> <li>• <b>F</b> The student became ill while taking this test, had to leave the room, and was unable to return and complete the test.</li> <li>• <b>L</b> The student enrolled after the first day of testing and was given this test.</li> <li>• <b>M</b> The student was enrolled on the first day of testing but moved before this test was administered or completed.</li> <li>• <b>P</b> The student was not tested by parent/guardian request.</li> <li>• <b>T</b> The student was enrolled on the first day of testing and was not given this test because a staff member verified that the student had taken the test at a previous school.</li> </ul>
<b>English Learner (EL) Test Variations</b>	A4	Variations are as follows: <ul style="list-style-type: none"> <li>• <b>A</b> The test examiner used a language other than English to administer the CAPA to this student.</li> </ul>

**Table 6. Primary Disability Codes**

Code	Disability	Definition
210	Mental retardation (MR)	“Mental retardation” means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child’s educational performance.
220	Hard of hearing (HH)	“Hard of hearing” means a hearing impairment, whether permanent or fluctuating, that adversely affects a child’s educational performance but which is not included under the definition of “deaf” in this section.
230	Deafness (DEAF)	“Deafness” means a hearing impairment that is so severe that the child is impaired in processing linguistic information through learning, with or without amplification, which adversely affects educational performance.
240	Speech or language impairment (SLI)	“Speech or language impairment” means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment, which adversely affects a child’s educational performance.
250	Visual impairment (VI)	“Visually impaired” means a visual impairment that, even with correction, adversely affects a child’s educational performance. The term includes both partially seeing and blind children.
260	Emotional disturbance (ED)	<p>“Emotional disturbance” means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:</p> <ul style="list-style-type: none"> <li>A. An inability to learn that cannot be explained by intellectual, sensory, or health factors;</li> <li>B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;</li> <li>C. Inappropriate types of behavior or feelings under normal circumstances;</li> <li>D. A general pervasive mood of unhappiness or depression; or</li> <li>E. A tendency to develop physical symptoms or fears associated with personal or school problems.</li> </ul> <p>The term “ED” includes children who are schizophrenic. The term does not include children who are socially maladjusted unless it is determined that they exhibit one or more of the characteristics listed above.</p>
270	Orthopedic impairment (OI)	“Orthopedic impairment” means a severe orthopedic impairment which adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, and so forth), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, and so forth), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).
280	Other health impairment (OHI)	“Other health impairment” means having limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child’s educational performance.

Code	Disability	Definition
290	Specific learning disability (SLD)	“Specific learning disability” means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor handicaps; of mental retardation; of emotional disturbance; or of environmental, cultural, or economic disadvantage.
300	Deaf-blindness (DB)	“Deaf-blindness” means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.
310	Multiple disabilities (MD)	“Multiple disabilities” means concomitant impairments (such as mental retardation, blindness, orthopedic impairment, and so forth), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.
320	Autism (AUT)	“Autism” means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects educational performance. Characteristics of autism include: irregularities and impairments in communication; engagement in repetitive activities and stereotyped movements; resistance to environmental change or change in daily routines; and unusual responses to sensory experiences. The term does not include children with characteristics of the disability serious emotional disturbance (SED). If a child manifests characteristics of the disability category “autism” after age three, that child still could be diagnosed as having “autism” if the criteria in this paragraph are satisfied.
330	Traumatic brain injury (TBI)	“Traumatic brain injury” means an injury to the brain caused by an external physical force or by an internal occurrence such as stroke or aneurysm, resulting in total or partial functional disability or psychosocial maladjustment that adversely affects educational performance. The term includes open or closed head injuries resulting in mild, moderate, or severe impairments in one or more areas, including cognition; language memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.

**Table 7. Primary Language Codes**

<b>00</b>	English	<b>04</b>	Korean
<b>56</b>	Albanian	<b>51</b>	Kurdish (Kurdi, Kurmanji)
<b>37</b>	American Sign Language	<b>47</b>	Lahu
<b>11</b>	Arabic	<b>10</b>	Lao
<b>12</b>	Armenian	<b>07</b>	Mandarin (Putonghua)
<b>42</b>	Assyrian	<b>64</b>	Marathi
<b>61</b>	Bengali	<b>48</b>	Marshallese
<b>13</b>	Burmese	<b>44</b>	Mien (Yao)
<b>03</b>	Cantonese	<b>49</b>	Mixteco
<b>36</b>	Cebuano (Visayan)	<b>40</b>	Pashto
<b>54</b>	Chaldean	<b>41</b>	Polish
<b>20</b>	Chamorro (Guamanian)	<b>06</b>	Portuguese
<b>39</b>	Chaozhou (Chaochow)	<b>28</b>	Punjabi
<b>15</b>	Dutch	<b>45</b>	Rumanian
<b>16</b>	Farsi (Persian)	<b>29</b>	Russian
<b>05</b>	Filipino (Pilipino, Tagalog)	<b>30</b>	Samoan
<b>17</b>	French	<b>52</b>	Serbo-Croatian (Bosnian, Croatian, Serbian)
<b>18</b>	German	<b>60</b>	Somali
<b>19</b>	Greek	<b>01</b>	Spanish
<b>43</b>	Gujarati	<b>46</b>	Taiwanese
<b>21</b>	Hebrew	<b>63</b>	Tamil
<b>22</b>	Hindi	<b>62</b>	Telugu
<b>23</b>	Hmong	<b>32</b>	Thai
<b>24</b>	Hungarian	<b>57</b>	Tigrinya
<b>25</b>	Ilocano	<b>53</b>	Toishanese
<b>26</b>	Indonesian	<b>34</b>	Tongan
<b>27</b>	Italian	<b>33</b>	Turkish
<b>08</b>	Japanese	<b>38</b>	Ukrainian
<b>65</b>	Kannada	<b>35</b>	Urdu
<b>09</b>	Khmer (Cambodian)	<b>02</b>	Vietnamese
<b>50</b>	Khmu	<b>99</b>	All Other Non-English Languages