
CAPA Performance Levels

2006 STAR Administration

LEVEL I

More about the performance levels in English-Language Arts

The following paragraphs describe the five English-Language Arts performance levels for CAPA Level I. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced (Scale Scores 46–60)

Level I students performing at the *Advanced* level should demonstrate beginning awareness that print or symbols convey meaning. They consistently communicate basic needs such as hunger, thirst, and physical discomfort through their primary mode of communication. They are able to obtain help when needed.

Proficient (Scale Scores 35–45)

Level I students performing at the *Proficient* level should consistently communicate basic needs such as hunger, thirst, and physical discomfort with minimal prompts. They orient toward the speaker, even when engaged in an activity. They demonstrate recognition of common objects used in the classroom.

Basic (Scale Scores 30–34)

Level I students performing at the *Basic* level communicate basic needs inconsistently and may require extensive prompts. They orient toward a speaker after being given a prompt. They can identify some objects used in the classroom when given a forced choice or after a modeled prompt. They indicate a preference for objects or activities.

Below Basic (Scale Scores 26–29)

Level I students performing at the *Below Basic* level communicate when a basic need is not met but do not differentiate one need from another. They sometimes orient toward a speaker after being given a prompt. They attempt to comply with requests to identify common objects, but are often not accurate.

Far Below Basic (Scale Scores 15–25)

Level I students performing at the *Far Below Basic* level sometimes orient toward and/or interact with tasks. They occasionally use individual modes of communication that may include but are not limited to crying, vocalizations, purposeful movement, or body posturing.

More about the performance levels in Mathematics

The following paragraphs describe the five Mathematics performance levels for CAPA Level I. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced (Scale Scores 43–60)

Level I students performing at the *Advanced* level should be able to identify more of a quantity, indicate one or two more, and count to 5. They demonstrate early algebra by matching like objects. They are able to identify tools that measure time (calendar, clock). They demonstrate an understanding of concepts of time such as morning, afternoon, and evening.

Proficient (Scale Scores 35–42)

Level I students performing at the *Proficient* level should be able to demonstrate concepts such as “more,” count to 3, and indicate a quantity of “1.” With a prompt, they are able to demonstrate an understanding of concepts of time related to when activities typically occur (day or night). They can identify at least one tool (calendar, clock) that measures time.

Basic (Scale Scores 30–34)

Level I students performing at the *Basic* level rote count, indicate a quantity of “1,” and inconsistently communicate the number word “more.” With a modeled prompt, they are able to identify when (day, night) activities typically occur and identify tools (calendar, clock) that measure time.

Below Basic (Scale Scores 21–29)

Level I students performing at the *Below Basic* level may attempt to count, indicate a quantity of “1,” and identify which set has more but are often inaccurate. They attempt to match objects but are often inaccurate. They attempt to identify when (day, night) activities typically occur and identify tools (calendar, clock) that measure time but are often inaccurate.

Far Below Basic (Scale Scores 15–20)

Level I students performing at the *Far Below Basic* level sometimes tolerate extensive prompting to orient toward stimulus materials and/or pictures used for counting, matching objects, identifying tools that measure time, and comparing quantities.

LEVEL II**More about the performance levels in English-Language Arts**

The following paragraphs describe the five English-Language Arts performance levels for CAPA Level II. While your child may be able to complete tasks described in each paragraph below, your child’s performance level is based on how he or she scored on this particular test. Talk to your child’s teacher for a more complete understanding of your child’s progress.

Advanced (Scale Scores 41–60)

Level II students performing at the *Advanced* level can recognize their names, letters of the alphabet, and a few printed words or symbols. They are able to follow two-step directions using symbols or words. They are able to communicate in single words and short phrases. They can write or produce a symbolic representation of their first name. They are able to communicate basic information in response to questions.

Proficient (Scale Scores 35–40)

Level II students performing at the *Proficient* level show interest in print or symbols. They can recognize their names, some letters, and one or two printed words or symbols. They can follow one-step directions of two words or more using symbols or words. They can write or produce a partial representation of their name. When asked to choose between two options, they can indicate a preference. They can communicate using single words and an occasional phrase.

Basic (Scale Scores 30–34)

Level II students performing at the *Basic* level sometimes show an interest in print or symbols. They can identify several common objects in the classroom. They are able to follow single word directions or commands. They can select their own name from a list and can scribble. They are able to communicate basic needs such as hunger, thirst, and physical discomfort. They indicate a preference for objects or activities.

Below Basic (Scale Scores 24–29)

Level II students performing at the *Below Basic* level attempt to comply with requests to identify a few common objects and attempt to follow single word directions or commands. They can locate their name and are able to produce marks on paper with a writing implement or communication device.

Far Below Basic (Scale Scores 15–23)

Level II students performing at the *Far Below Basic* level communicate when a basic need is not met but do not differentiate one need from another. They can identify some objects used in the classroom when given a forced choice or after a modeled prompt.

More about the performance levels in Mathematics

The following paragraphs describe the five Mathematics performance levels for CAPA Level II. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced (Scale Scores 41–60)

Level II students performing at the *Advanced* level should be able to sequence numbers to 10, rote count to 10, and recognize quantities of objects to 10. They demonstrate early algebraic concepts such as identifying an object that does not belong to a group. They can identify when activities typically occur and recognize coins. They are able to demonstrate early concepts of probability by identifying a pattern sequence.

Proficient (Scale Scores 35–40)

Level II students performing at the *Proficient* level should be able to identify more of a quantity and indicate one or two more. They are able to sequence numerals up to 5 and demonstrate quantitative concepts up to 5. They can sort objects by a single attribute. They can identify the function of a calendar and a clock. They demonstrate early concepts of probability by copying a simple (ABAB) pattern.

Basic (Scale Scores 30–34)

Level II students performing at the *Basic* level should be able to indicate one more and demonstrate quantitative concepts up to 3. They demonstrate early algebraic concepts by matching objects by a single attribute. They demonstrate early concepts of probability by partially copying a simple pattern. They can identify familiar tools that measure time but do not generalize to non-familiar tools.

Below Basic (Scale Scores 26–29)

Level II students performing at the *Below Basic* level should be able to indicate a quantity of "1." They inconsistently match objects by a single attribute. They can identify at least one familiar tool (calendar or clock) that measures time. They demonstrate early concepts of probability by identifying "same."

Far Below Basic (Scale Scores 15–25)

Level II students performing at the *Far Below Basic* level may attempt rote counting, indicating a quantity of "1," and identifying which set has more but are often inaccurate. They attempt to match objects but are often inaccurate. They inconsistently identify when activities typically occur.

LEVEL III**More about the performance levels in English-Language Arts**

The following paragraphs describe the five English-Language Arts performance levels for CAPA Level III. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced (Scale Scores 41–60)

Level III students performing at the *Advanced* level should be able to identify their first and last names and read vocabulary of at least 10 words or symbols. They are able to read functional signs and symbols found on a school campus. They can follow a schedule or recipe with at least three steps. They can produce simple words or symbols to communicate ideas. They are able to communicate their preferences in their primary mode of communication.

Proficient (Scale Scores 35–40)

Level III students performing at the *Proficient* level should be able to identify their first and last names. They can read vocabulary of at least five words or symbols. They are able to follow two-step directions using symbols or words. They can write or select a representation of their names. They are able to indicate a preference in a short phrase and answer one open-ended question related to personal information.

Basic (Scale Scores 30–34)

Level III students performing at the *Basic* level should be able to recognize their names and two or three printed words or symbols. They can follow one-step directions with two or more words. They are able to trace their names or select a symbolic representation to spell part of their names. They can indicate preferences and choices with a single word or a short phrase.

Below Basic (Scale Scores 23–29)

Level III students performing at the *Below Basic* level demonstrate an inconsistent interest in printed words or symbols. They can identify a few classroom objects. They are able to follow one-word commands using symbols or words. They can select their name from a list. They can scribble. They are able to indicate their basic needs. They inconsistently indicate preferences.

Far Below Basic (Scale Scores 15–22)

Level III students performing at the *Far Below Basic* level communicate basic needs such as hunger, thirst, and physical discomfort. They orient toward the speaker, even when engaged in an activity. They inconsistently recognize common objects used in the classroom.

More about the performance levels in Mathematics

The following paragraphs describe the five Mathematics performance levels for CAPA Level III. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced (Scale Scores 43–60)

Level III students performing at the *Advanced* level should be able sequence numbers to 30 and quantitative concepts up to 30. They understand concepts of "more" and "less" up to 10. They can identify what number comes before or after another number. They can identify the object that does not belong in a set. They are able to place coins or bills in order of value. They can tell time by the hour. They are able to extend an (ABCABC) pattern.

Proficient (Scale Scores 35–42)

Level III students performing at the *Proficient* level should be able to sequence numbers to 20 and demonstrate quantitative concepts up to 20. They can understand concepts of "more" up to 10, or concepts of one or two "less". They inconsistently identify the object that does not belong in a set. They can match coins or bills. They can match an (ABCABC) pattern.

Basic (Scale Scores 30–34)

Level III students performing at the *Basic* level should be able sequence numbers to 10 and demonstrate quantitative concepts up to 10. They can indicate one or two more. They can sort by two

attributes. They are able to recognize concepts of day and night. They can identify coins and bills. They are able to demonstrate early concepts of probability by extending an (ABAB) pattern.

Below Basic (*Scale Scores 25–29*)

Level III students performing at the *Below Basic* level should be able to identify more of a quantity and sequence numbers up to 5. They should be able to demonstrate quantitative concepts up to 5. They can classify objects by category and sort objects by a single attribute. They can identify tools (calendars and clocks) that measure time. They can match an (ABAB) pattern.

Far Below Basic (*Scale Scores 15–24*)

Level III students performing at the *Far Below Basic* level demonstrate beginning number sense concepts, such as rote counting to 3 and indicating a quantity of “1.” They demonstrate early algebraic concepts by matching objects by a single attribute. They attempt to identify when activities typically occur and tools that measure time but are not always accurate.

LEVEL IV

More about the performance levels in English-Language Arts

The following paragraphs describe the five English-Language Arts performance levels for CAPA Level IV. While your child may be able to complete tasks described in each paragraph below, your child’s performance level is based on how he or she scored on this particular test. Talk to your child’s teacher for a more complete understanding of your child’s progress.

Advanced (*Scale Scores 41–60*)

Level IV students performing at the *Advanced* level should be able to obtain basic information from media sources typically used in the community. They can follow a schedule or recipe with at least four steps. They are able to communicate at least three pieces of personal identification data to others. They can relay a message or describe an event in the correct sequence. The student is able to communicate basic information using printed words or symbols.

Proficient (*Scale Scores 35–40*)

Level IV students performing at the *Proficient* level should be able to respond to information from print or non-print media. They should be able to show where to find information in a media source. They can follow a schedule or recipe with at least three steps. They are able to communicate at least two pieces of personal identification data to others. They can read functional signs or symbols typically found on a school campus and in the community. They can produce simple words or symbols to communicate ideas.

Basic (*Scale Scores 30–34*)

Level IV students performing at the *Basic* level should be able to identify their own name and recognize at least 10 printed words or functional signs or symbols. They are able to follow a schedule with at least two steps. They are able to respond to questions about personal experiences. They can communicate information in a sequence of what comes first, then next.

Below Basic (*Scale Scores 25–29*)

Level IV students performing at the *Below Basic* level should be able to identify functional signs and symbols. They can read a vocabulary of two or three printed words, function signs, or object/symbols. They can identify their names. They may communicate in short phrases.

Far Below Basic (*Scale Scores 15–24*)

Level IV students performing at the *Far Below Basic* level demonstrate awareness that print or symbols convey meaning. They make preference choices when asked to choose between two options. They communicate in single words and occasionally use a phrase.

More about the performance levels in Mathematics

The following paragraphs describe the five Mathematics performance levels for CAPA Level IV. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced (*Scale Scores 41–60*)

Level IV students performing at the *Advanced* level should be able to sequence numbers to 100. They are able to give a correct dollar amount when making a purchase. They can sort objects into groups and indicate a reason why an object does not belong to a particular group. They can perform basic problem solving requiring addition and/or subtraction for practical use. They can indicate the current time and date.

Proficient (*Scale Scores 35–40*)

Level IV students performing at the *Proficient* level should be able to sequence numbers to 30. They are able to give the correct coins for such tasks as making a vending machine purchase. They can locate a particular date on a calendar and indicate the day of the week. They can sort objects by category. They can do basic problem solving requiring addition and/or subtraction with numbers up to 10. They can tell time to the hour and half-hour.

Basic (*Scale Scores 30–34*)

Level IV students performing at the *Basic* level should be able to sort by ones and tens and sequence numbers to 20. They can match activities to the time of day (morning, noon, night). They are able to demonstrate an understanding of time as it relates to the days of the week, including concepts of yesterday, today, and tomorrow. They can extend a simple pattern.

Below Basic (*Scale Scores 26–29*)

Level IV students performing at the *Below Basic* level should be able to identify more or less of a quantity, indicate one or two more, and sequence numbers up to 10. They can sort objects by a single attribute. They can identify tools (calendars and clocks) that measure time. They can copy a simple pattern.

Far Below Basic (*Scale Scores 15–25*)

Level IV students performing at the *Far Below Basic* level should be able to identify more of a quantity, indicate one more, and sequence numbers up to 5. They can match objects by a single attribute. They can identify some tools that measure time but do not generalize to non-familiar tools.

LEVEL V

More about the performance levels in English-Language Arts

The following paragraphs describe the five English-Language Arts performance levels for CAPA Level V. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced (*Scale Scores 42–60*)

Level V students performing at the *Advanced* level should be able to utilize popular media to obtain information. They can follow schedules or recipes with at least five steps. The student can produce short notes or messages. They can accurately respond to questions about their personal identification. They can recount events of past experiences in logical, sequential order.

Proficient (Scale Scores 35–41)

Level V students performing at the *Proficient* level should be able to obtain basic information from media sources typically used in the community. They can follow a schedule or recipe with at least four steps. The student is able to communicate basic information using printed words or symbols. They are able to communicate at least four pieces of personal identification data to others. They can respond to questions about events or experiences.

Basic (Scale Scores 30–34)

Level V students performing at the *Basic* level should be able to indicate where to find information in a media source. They can follow a schedule with at least three steps. They can read functional signs or symbols typically found on a school campus and in the community. They are able to respond appropriately to messages from print or non-print media. They can produce simple words or symbols to communicate ideas.

Below Basic (Scale Scores 25–29)

Level V students performing at the *Below Basic* level should be able to identify their own name and a reading vocabulary of at least ten words or functional signs or symbols. They are able to follow a schedule with at least two steps. They can communicate information in a sequence of what comes first, then next.

Far Below Basic (Scale Scores 15–24)

Level V students performing at the *Far Below Basic* level should demonstrate awareness that print or symbols convey meaning. They are able to communicate their preferences. They can recognize their own names and two or three printed words or symbols. They communicate in single words and short phrases.

More about the performance levels in Mathematics

The following paragraphs describe the five Mathematics performance levels for CAPA Level V. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced (Scale Scores 41–60)

Level V students performing at the *Advanced* level should be able to sequence numbers over 100. They can give correct dollars and cents when making a purchase. They are able to solve basic word problems (applicable to real life situations) requiring up to 2-digit addition and subtraction and can utilize a calculator to do basic computation. They can tell time to the minute.

Proficient (Scale Scores 35–40)

Level V students performing at the *Proficient* level should be able to sequence numbers to 100. They are able to give a correct dollar amount when making a purchase. They can demonstrate early algebraic concepts by sorting objects into like groups and indicating a reason why an object does not belong in a group. They can perform basic problem solving requiring single-digit addition and/or subtraction for practical use. They can indicate the current time to the quarter hour.

Basic (Scale Scores 30–34)

Level V students performing at the *Basic* level should be able to sequence numbers to 30. They are able to give the correct coins for tasks such as making a vending machine purchase. They can locate a particular date on a calendar and tell the day of the week. They can sort objects into like groups. They can do some basic problem solving requiring addition and/or subtraction for practical use, but are not always accurate. They can tell time to the hour and half-hour.

Below Basic (Scale Scores 27–29)

Level V students performing at the *Below Basic* level should be able to sequence numbers to 20. They can sort by two attributes. They can match activities to the time of day. They can identify coins and bills.

Far Below Basic (Scale Scores 15–26)

Level V students performing at the *Far Below Basic* level should be able to identify more or less of a quantity, indicate one or two more, and sequence numbers to 10. They demonstrate early algebraic concepts such as matching objects by a single attribute. They can identify tools that measure time.