



THE GUIDE TO YOUR STAR STUDENT REPORT

THE CALIFORNIA DEPARTMENT OF EDUCATION

This guide helps you follow your child's report and the recommendations that are provided. Some sections of your child's report are translated word for word and other sections are translated more generally.

1 Introductory Letter

Dear Parent/Guardian,

Each year, the STAR Program measures your child's progress in meeting California's Content Standards. Your child participated in the STAR Program by taking the California Alternate Performance Assessment (CAPA).

The CAPA measures your child's understanding of a subset of the California Content Standards that reflect important skills.

This report offers one source of information about what your child has learned. Your child's Individualized Education Program (IEP) provides a more comprehensive assessment of your child's skills and knowledge.

2 Your child's information

Here you find: your child's student number, date of birth, grade, CAPA level, test date, school, and district of residence. If available, your mailing address also appears.

3 Your child's results on the CAPA

Your child's scores and performance levels

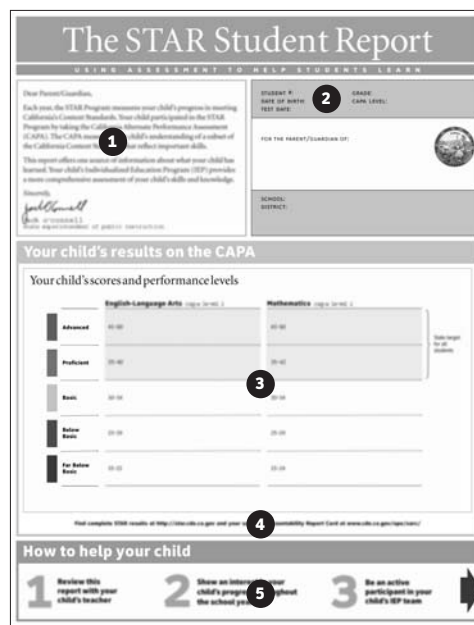
See how your child did on the CAPA by looking at the vertical black bars below each subject heading. The number at the top of each bar is your child's exact score on the test. The colored boxes to the left and the text at the bottom of each black bar provide your child's performance level in each subject. There are five performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. If your child took the test in Braille, this is noted.

4 You can use the web addresses here to find complete STAR results (<http://star.cde.ca.gov>) and your school's Accountability Report Card (www.cde.ca.gov/ta/ac/sa). You can also request a copy of the School Accountability Report Card (SARC) at your child's school.

5 How to help your child

This section provides ways for you to help your child in school. These include the following:

- 1 Review this report with your child's teacher.
- 2 Show an interest in your child's progress throughout the school year.
- 3 Be an active participant in your child's IEP team.



6 More about your child's test results
More about CAPA levels

This section provides more information about your child's test results by explaining the CAPA levels. The table on the left shows that CAPA is organized into five assessment levels. Most students eligible for CAPA take the assessment level that corresponds with their current school grade, but some students with complex and profound disabilities take the Level I assessment. The assigned level is not related to individual ability in a particular content area. English-Language Arts and Mathematics are always given at the same assessment level.

The website in this box (www.cde.ca.gov/sp/se/sr/capa.asp) provides more information about the CAPA program.

7 More about the performance levels

This box provides descriptions of the five performance levels for your child's CAPA Level in English-Language Arts (in the box to the left) and Mathematics (in the box to the right). While your child may be able to complete tasks described in each paragraph, the performance standard is based on how your child scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

More about your child's test results

More about CAPA levels

CAPA LEVEL	GRADE
I	2-11+
II	2-3
III	4-5
IV	6-8
V	9-11

The CAPA is organized into five assessment levels, as shown in the adjacent table. Most students eligible for CAPA take the CAPA level that corresponds with their current school grade. The CAPA level is not related to individual ability in a particular content area. In English-Language Arts and Mathematics are always given at the same assessment level.

For more information about the CAPA Program, ask your school or go to www.cde.ca.gov/sp/se/sr/capa.asp

Level I is for profoundly disabled students and includes students in grades 1-5.

More about the performance levels in English-Language Arts

The following paragraphs describe the five English-language arts performance standards for CAPA levels. While your child may be able to complete tasks described in each paragraph below, your child's performance standard is based on how your child scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced Grade Levels: 4B-4D
Level I students performing in Advanced should demonstrate language awareness that goes beyond simple meaning. They consistently demonstrate basic skills such as finger leads and physical discrimination through their primary mode of communication. They are able to identify high-order words.

Proficient Grade Levels: 2B-4D
Level I students performing in Proficient should consistently demonstrate basic skills such as finger leads and physical discrimination with minimal prompts. They orient toward the speaker most when engaged in an activity. They demonstrate recognition of common objects used in the classroom.

Basic Grade Levels: 2B-4D
Level I students performing in Basic communicate basic needs consistently 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 touch cue or after a modeled prompt. They indicate a preference for objects or activities.

Below Basic Grade Levels: 2B-4D
Level I students performing in Below Basic communicate when a basic need is met but do not demonstrate any word form structure. 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 Grade Levels: 2B-4D
Level I students performing in Far Below Basic sometimes orient toward and/or respond with words. They occasionally use individual words or nonverbal cues that are not related to the activity, interaction, personal movement, or body parting.

More about the performance levels in Mathematics

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

Advanced Grade Levels: 4B-4D
Level I students performing in Advanced should demonstrate number concepts, such as identifying more of a quantity, indicating one or two items, and counting to 5. They demonstrate only approximate concepts such as matching and sorting objects by a single attribute. They are able to identify tools that measure two geometric solids. They demonstrate an understanding of concepts of time such as morning, afternoon, and evening.

Proficient Grade Levels: 2B-4D
Level I students performing in Proficient should demonstrate grouping number cards concept, such as "more," counting to 3, and indicating a quantity of "1," and identifying which set has more but are often inaccurate. They attempt to identify when they might activities typically occur and identify when they might activities typically occur and identify tools used to measure time.

Basic Grade Levels: 2B-4D
Level I students performing in Basic inconsistently demonstrate number concepts, such as understanding the number word "more," one counting, and indicating a quantity of "1," with a modeled prompt. They are able to identify when they might activities typically occur and identify tools used to measure time.

Below Basic Grade Levels: 2B-4D
Level I students performing in Below Basic should attempt to demonstrate number cards concept, such as counting and indicating a quantity of "1," and identifying which set has more but are often inaccurate. They attempt to identify when they might activities typically occur and identify tools used to measure time.

Far Below Basic Grade Levels: 2B-4D
Level I students performing in Far Below Basic sometimes identify activities typically occur and/or indicate number cards prompts used for counting, sorting, and matching objects, identifying tools that measure time and identifying the concept of "more."

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