



GUÍA DE LECTURA DEL BOLETÍN DE CALIFICACIONES STAR

DEPARTAMENTO DE EDUCACIÓN DE CALIFORNIA

Esta guía lo ayuda a entender el boletín de su hijo y las recomendaciones que se incluyen. Algunas secciones del boletín de su hijo están traducidas en su totalidad y otras están traducidas en forma más general.

1 Carta de presentación

Estimado padre o tutor:

Todos los años, el Programa STAR evalúa el progreso de su hijo en los Contenidos Obligatorios de California. Su hijo participó en el programa STAR al rendir la Evaluación Alternativa de Desempeño de California (CAPA). La evaluación CAPA mide la comprensión de su hijo de un subgrupo de Contenidos Obligatorios de California que refleja habilidades importantes. Este boletín representa una fuente de información sobre lo que ha aprendido su hijo. El Programa de Educación Individualizada (IEP) de su hijo ofrece una evaluación más integral de sus habilidades y conocimientos.

2 Datos de su hijo

Aquí aparece: el número de estudiante de su hijo, la fecha de nacimiento, el grado, el nivel de CAPA, la fecha de la evaluación, la escuela y el distrito de residencia. También se incluye su dirección postal si corresponde.

3 Puntajes y niveles de desempeño de su hijo

Usted puede ver el rendimiento de su hijo en la evaluación CAPA observando las barras negras verticales debajo del encabezado de cada materia. El número que figura arriba de cada barra es el puntaje exacto que obtuvo su hijo en la evaluación. Los casilleros coloreados a la izquierda y el texto debajo de cada barra negra indican el nivel de desempeño de su hijo en cada materia. Hay cinco niveles de desempeño: Avanzado, Competente, Básico, Inferior al básico y Muy por debajo del básico.

4 Usted puede consultar las direcciones de Internet que aparecen aquí para consultar los resultados completos de STAR (<http://star.cde.ca.gov>) y el Informe de Situación General de su escuela (www.cde.ca.gov/ta/ac/sa). Además, usted puede solicitar en la escuela de su hijo una copia del Informe de Situación General de la Escuela (SARC).

5 ¿Cómo debo utilizar los resultados del Programa STAR?

Esta sección le sugiere otras formas de supervisar el progreso educativo de su hijo, incluyendo rigurosos exámenes y calificaciones. Usted puede utilizar todas estas fuentes de información para hablar con el maestro de su hijo sobre las áreas específicas que debe mejorar.

The STAR Student Report

USING ASSESSMENT TO HELP STUDENTS LEARN

<p style="font-size: x-small;">Dear Parent/Guardian,</p> <p style="font-size: x-small;">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.</p> <p style="font-size: x-small;">Sincerely, <i>[Signature]</i> JULIA WOODRUFF STATE SUPERINTENDENT OF PUBLIC INSTRUCTION</p>	<p style="font-size: x-small;">STUDENT # _____ GRADE _____ DATE OF BIRTH _____ CAPA LEVEL _____ TEST DATE _____</p> <p style="font-size: x-small;">FOR THE PARENT/GUARDIAN</p> <p style="font-size: x-small;">SCHOOL _____ DISTRICT _____</p>
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Your child's results on the CAPA

Your child's scores and performance levels

English-Language Arts CAPA LEVEL 1	Mathematics CAPA LEVEL 1
Advanced 31=40	41=60
Proficient 21=40	31=40
Basic 11=14	21=25
Below Basic 01=20	11=20
Far Below Basic 01=10	01=10

English-Language Arts: 31=40
 Mathematics: 31=40

How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher to help focus on specific areas for improvement.

6 Más información sobre los niveles de la evaluación CAPA

Esta sección ofrece más información acerca de los resultados de su hijo explicando los niveles de la evaluación CAPA. La tabla de la izquierda muestra que la evaluación CAPA comprende cinco niveles. La mayoría de los estudiantes que reúnen los requisitos para la evaluación CAPA rinden al nivel de evaluación que corresponde a su grado actual en la escuela, pero algunos estudiantes con incapacidades complejas y severas rinden la evaluación de Nivel I. El nivel asignado no está relacionado con la capacidad individual en una área específica de contenidos. Artes del Lenguaje en Inglés y Matemáticas siempre se rinden al mismo nivel de evaluación.

La dirección de Internet que aparece en este casillero (www.cde.ca.gov/sp/se/sr/capa.asp) proporciona más información acerca del programa CAPA.

7 Más información acerca de los niveles de desempeño

Este casillero contiene la descripción de los cinco niveles de desempeño para el nivel CAPA al que su hijo rindió Artes del Lenguaje en Inglés (en el casillero de la izquierda) y Matemáticas (en el casillero de la derecha). Si bien es posible que su hijo pueda completar las tareas descritas en cada párrafo, el nivel de desempeño se basa en el puntaje que su hijo obtuvo en esta evaluación en particular. Converse con el maestro de su hijo para comprender mejor el progreso del niño.

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 assessment at the level that corresponds with their current school grade, but students with complex and profound disabilities take the Level I assessment. This past year, your child's IEP team has decided that your child should take the Level I assessment.

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 2-11.

More about the performance levels in English-Language Arts

The following paragraphs describe the five English-language Arts performance standards for CAPA Level I. Unless 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 (Scale Scores 43-60)
Level I students performing at Advanced 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.

Pficient (Scale Scores 35-43)
Level I students performing at Proficient 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 26-34)
Level I students performing at Basic communicate basic needs inconsistently and may require extensive prompts. They orient toward a speaker and have been 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 20-26)
Level I students performing at Below Basic communicate when a basic need is not met but do not differentiate one need from another. They sometimes orient toward a speaker when being given a prompt. They attempt to comply with requests to identify common objects, but do so often not accurately.

Far Below Basic (Scale Scores 15-20)
Level I students performing in the Far Below Basic 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 standards for CAPA Level I. Unless 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 (Scale Scores 43-60)
Level I students performing at Advanced should demonstrate number concepts, such as identifying more of a quantity, indicating one or two more, and counting to 5. They demonstrate early algebraic concepts such as matching and sorting objects by a single attribute. 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.

Pficient (Scale Scores 35-42)
Level I students performing at Proficient should demonstrate beginning number sense concepts, such as "more," counting to 3, and identifying a quantity of 1's. They demonstrate early algebraic concepts by matching objects by a single attribute. 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 Basic inconsistently demonstrate number sense concepts, such as communicating the number word "more," rote counting, and indicating a quantity of "1." 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 25-29)
Level I students performing in Below Basic inconsistently attempt to demonstrate number sense concepts, such as counting and 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 may 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 15-24)
Level I students performing in the Far Below Basic sometimes tolerate extensive prompting to orient toward stimuli, materials and/or pictures used for counting, writing, and matching objects, identifying tools that measure time and identifying the concept of "more."

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