



# 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.

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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 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.

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](http://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 should I use these STAR Program results?

This section suggests other ways you can monitor your child's educational progress, including through classroom tests and grades. You can use all of these sources of information to talk with your child's teacher about specific areas for improvement.

## The STAR Student Report

USING ASSESSMENT TO HELP STUDENTS LEARN

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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.

Sincerely,

*Judith S. Green*  
JUDITH S. GREEN, LL.M.  
 STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

STUDENT #:  
DATE OF BIRTH:  
TEST DATE:

GRADE:  
CAPA LEVEL:

FOR THE PARENT/GUARDIAN

SCHOOL:  
DISTRICT:

### Your child's results on the CAPA

Your child's scores and performance levels

English-Language Arts CAPA LEVEL 1	Mathematics CAPA LEVEL 1
<p>Advanced 31=40</p> <p>Proficient 21=43</p> <p>Basic 31=14</p> <p>Below Basic 21=29</p> <p>Far Below Basic 11=25</p>	<p>Advanced 41=60</p> <p>Proficient 31=65</p> <p>Basic 21=45</p> <p>Below Basic 21=45</p> <p>Far Below Basic 21=50</p>

Date of CAPA Test: 11/18/15

### 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 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](http://www.cde.ca.gov/sp/se/sr/capa.asp)) provides more information about the CAPA program.

**7 More about the performance standards**

This box provides descriptions of the five performance levels for the English-Language Arts CAPA Level your child took (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 level 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

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

Level I is primarily directed to students and includes students in grades 2-11.

The CAPA is organized into five assessment levels, as shown in the adjacent table. Most students eligible for CAPA take the assessment 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](http://www.cde.ca.gov/sp/se/sr/capa.asp).

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#### More about the performance levels in English-Language Arts

The following paragraphs describe the five English-Language Arts performance standards for CAPA Level I. 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** (Scale Scores 40-60)  
Level I students performing in 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.

**Proficient** (Scale Scores 25-40)  
Level I students performing in 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 20-34)  
Level I students performing in Basic 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.

**Below Basic** (Scale Scores 20-20)  
Level I students performing in Below Basic 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 15-20)  
Level I students performing in Far Below Basic sometimes orient toward and/or interact with tasks. They occasionally use individual words or 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. 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** (Scale Scores 43-60)  
Level I students performing in 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 (analogic clock). They demonstrate an understanding of concepts of time such as morning, afternoon, and evening.

**Proficient** (Scale Scores 35-42)  
Level I students performing in 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 (analogic clock) that measures time.

**Basic** (Scale Scores 30-34)  
Level I students performing in Basic inconsistently demonstrate number sense concepts, such as communicating the number word "more," rote counting, and indicating a quantity of 1's. With a modeled prompt, they are able to identify when day, night activities typically occur and identify tools (analogic clock) that measure time.

**Below Basic** (Scale Scores 25-29)  
Level I students performing in Below Basic should attempt to demonstrate number sense concepts, such as counting and indicating a quantity of 1's, 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 (analogic clock) that measure time but are often inaccurate.

**Far Below Basic** (Scale Scores 15-24)  
Level I students performing in the Below Basic sometimes tolerate extensive prompting to orient toward stimulus, materials and/or pictures used for counting, writing, and matching objects, identifying tools that measure time and identifying the concept of "more."