

2009 CAPA Workshop Handout Key

During the workshops discussion questions are asked verbally and via written handouts. Some of the answers may vary according to each person's situation while others have more specific answers that are given below. Page numbers refer to handout pages.

Page 1.

What do you do if you don't know an answer to a question asked in a workshop?

Say something like "I'll find out and get answers back to you."

Page 2.

What are California Content Standards?

California Content Standards are California State Board of Education approved statements; designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

What are the CAPA Blueprints?

The blueprint for each level lists the California Content Standards for use on the CAPA. Standards assessed are listed by strand, and the focus of the California Content Standards for the alternate assessment are denoted by a check mark. The focus for the alternate assessment describes what CAPA students should know and be able to do in relationship to the content standards. One or more focuses may be targeted for assessment in an individual task. Each standard has an equal opportunity for representation on the CAPA operational test form in a given administration (from "CAPA Blueprints Preface" <http://www.cde.ca.gov/ta/tg/sr/capapreface.asp>).

What does this statement mean? "The CAPA blueprints are linked directly to the California Content Standards at each grade."

CAPA tasks are derived directly from the standards for each grade rather than from K-2, as in the past.

Which California Content Standards are used for CAPA Level I?

Kindergarten through Grade 1 in English-language arts and mathematics and K-2 in science.

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How is the CAPA level determined for students in ungraded classrooms?

Subtract 5 from the student's chronological age as of December 2, 2008; that is considered the grade of the student. The IEP team designates students for CAPA Level I. Students in grades 2-3 take CAPA Level II; students in grades 4-5 take CAPA Level III; students in grades 6-8 take CAPA Level IV; students in grades 9-11 take CAPA Level V.

Who takes CAPA Level I?

Students in grades 2-11 with the most significant cognitive disabilities who receive instruction and curriculum aligned to the CAPA Level I blueprints. The IEP determines which students take CAPA Level I.

Who can be an examiner?

Licensed or certificated personnel who have received CAPA training in 2008 may serve as CAPA examiners.

How can you ensure CAPA administrations are standardized?

Emphasize the need for consistency during training. Encourage people administering CAPA to adhere to the tasks as written. This includes following the exact wording when reading tasks aloud, and following the written order of manipulative placement and sequencing.

Why must CAPA examiners sign Security Agreements?

Examiners and observers must sign a security affidavit to protect the integrity of the CAPA by agreeing, for example, not to prepare students for specific tasks or to discuss CAPA with others.

Who may be an observer?

Licensed or certificated personnel who have received CAPA training this year may be observers. No aids, parents, secretaries, or other unqualified persons may serve as observers.

Why are observers needed?

Observers provide objectivity and reliability to CAPA scoring.

How many students should be observed if there are fewer than 10 at a level in a school?

One observer is needed for each level that has students tested with CAPA.

What materials must be prepared?

The school must acquire manipulatives. Examiners should sort and prepare stimulus cards. If the answer documents were not pre-identified, someone must also mark the demographic information. There may also be science items which require advanced preparation, such as filling containers with certain materials, or measuring off a specified distance prior to administering the task. If required, advanced preparation will be indicated within the task preparation.

How should examiners prepare materials?

Examiners should have appropriate manipulatives and stimulus cards available for each task. Where appropriate, cut stimulus cards.

What other preparations are required?

Examiners should set up any adaptations appropriate to the student. It's a good idea to practice each task before giving it to students. If practice is required for specific tasks, this will be indicated within the task preparation.

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What is task preparation?

Task preparation entails setting up manipulatives or stimulus cards needed for the students to perform the task. Materials should be set up and administered exactly as directed in the *CAPA Examiner's Manual*.

What should you emphasize in your workshop about task preparation?

Emphasize that manipulatives or stimulus cards must be set up in the exact order listed in the *CAPA Examiner's Manual*.

How many times may an examiner repeat a given cue?

Examiners may repeat a cue only once for Levels II–V. For Level I, examiners may repeat the cue up to five times as specified in the *CAPA Examiner's Manual*.

What should you advise examiners about cues?

Remind examiners they must read cues exactly as they are written in the *CAPA Examiner's Manual*. Do NOT keep repeating cues. When a student responds to a cue, whether correctly or incorrectly, you must score and move on to the next question.

What are examples of gestural prompts?

Waving hand over or pointing to the manipulatives or stimulus cards.

What are examples of verbal prompts? Examples of verbal prompts include saying something like, "Look at these," "Come on, pay attention."

How many times may an examiner repeat a given prompt?

Prompts may **not** be repeated.

For CAPA Level I, how many different prompts are possible?

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What are they?

Verbal/gestural, modeled, and hand-over-hand prompts

What should you advise examiners about prompts?

Examiners should not keep repeating them. Stop if the student has responded, either correctly or incorrectly or did not respond at all after the given period of time.

Page 7.

What are rubrics?

Rubrics are scoring points or guides.

What determines CAPA Level I rubrics?

Number of cues and prompts given.

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What fields do observers complete on the CAPA answer document?

Student name, date of birth, gender, grade, level, student ID, SSID.

Other Frequently Asked Questions

What if a student wants to play with manipulative?

Before cue? Move the manipulatives out of reach until you actually give the cue.

During cue? Ask the student to put them down or take them away from the student.

What if a level II–V student starts crying, screaming, or throwing things in the middle of test?

Complete and score the task in progress and resume the test later with the next task. Do NOT repeat parts of tasks previously given. If you have given the cue, move onto the next task.

What do you do when a student responds before the cue has been given?

Ignore the response and begin the task.

What if a student begins/continues off-task conversations during the task?

Draw the student's attention back to the task. If the student is still distracted, score the task, take a break, and start later with the next task. Do not repeat tasks.

What do you do if a student is too distracted by a manipulative to begin the task?

Try to draw the student's attention back to the task. If needed, take a break and resume the task later.

How should you handle it when the test examiner cannot understand the student's verbal response?

Ask the student to repeat the response. If it still is unintelligible, count it as an incorrect response.

What do you do if the student does nothing (even though you know the student should be able to complete the tasks) or moves/pushes the manipulatives from the surface?

Mark the response as "NR" (No Response) and take a break. Do not repeat tasks, but allow the student to continue with the next task on the assessment after the break. If the student still does nothing, mark the answer sheet as NR.