2012 California Alternate Performance Assessment (CAPA) Train-the-Trainer Frequently Asked Questions

1. **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.

2. **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; the focus of the California content standards for the alternate assessment is 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).

3. **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 grade-level standards. Prior to 2006, CAPA tasks were developed from K–2 standards.

4. **Which California content standards are used for CAPA Level I?**
   Level I tasks are derived from the K–1 standards in English–language arts and mathematics and K–2 in science.

5. **How is the CAPA level determined for students in ungraded classrooms?**
   Subtract 5 from the student's chronological age as of December 2; the result would be considered the grade of the student for the purpose of CAPA testing. The individualized education program (IEP) team designates students for CAPA Level I.

6. **Who takes CAPA Level I?**
   The decision to place a student in CAPA Level I must be made by the IEP team. Though it may be likely that a student will continue to take the CAPA Level I throughout his/her K–12 education, the IEP team must reevaluate this decision each year. CAPA Level I is intended for the students with the most significant cognitive disabilities, identified in one of the grades 2–11, who are receiving instruction and curriculum aligned to the CAPA Level I blueprints.

7. **Who can be an examiner?**
   Licensed or certificated personnel who have received CAPA training in 2012 may serve as CAPA examiners.

8. **How can you ensure that CAPA administrations are standardized?**
   Emphasize the need for consistency during training. Encourage those administering the 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.

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9. **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 the CAPA tasks with others.

10. **Who may be an observer?**
    Licensed or certificated personnel who have received CAPA training in 2012 may be observers. Instructional aids, parents, secretaries, or other noncertificated or nonlicensed persons may not serve as observers.

11. **Why are observers needed?**
    Observers provide objectivity and reliability to CAPA scoring.

12. **How many students should be observed if there are fewer than ten at a level in a school?**
    One observer is needed for each level that has students tested with the CAPA.

13. **What fields must be completed by hand on the observer's answer document?**
    The student's name, date of birth, gender, CAPA Level, Grade, Student ID, and Statewide Student Identifier (SSID) must be completed on the observer's answer document.

14. **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 student's 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, advance preparation will be indicated within the task preparation.

15. **How should examiners prepare materials?**
    Where appropriate, examiners should cut stimulas cards and/or sort/organize appropriate manipulatives and stimulus cards available for each task.

16. **What other preparations are required?**
    Examiners should identify adaptations appropriate to the student and practice each task before administering it to students.

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

18. **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.*

19. **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*.

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20. 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 the task and move on.

21. What are examples of gestural prompts?
Passing a hand over or pointing to the manipulatives or stimulus cards are both examples of gestural prompts.

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

23. For CAPA Levels II–V, how many times may an examiner repeat a given prompt?
Prompts may **NOT** be repeated for students taking a Level II–V test.

24. For CAPA Level I, how many different prompts are possible?
Three prompts are possible for students taking a Level I test.

25. What are the possible prompts for CAPA Level I?
The prompts are verbal/gestural, modeled, and hand-over-hand.

26. What should you advise examiners about prompts?
Examiners should not keep repeating prompts. Stop if the student has responded, either correctly or incorrectly, and score. If the student has not responded, move on to the next prompt.

27. What are rubrics?
Rubrics are scoring points or guides.

28. What if a student wants to play with a manipulative?
Before the cue: Move the manipulative out of reach until you actually give the cue.
During the cue: Ask the student to put the manipulative down or take it away from the student. Rest the manipulative but do not begin the task again; continue from where you left off.

29. 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. Score the task. Begin with the next task when you begin again.

30. What if a Level II–V student starts crying, screaming, or throwing things in the middle of the test?
Complete and score the task in progress and resume the test later with the next task. Do NOT repeat parts of tasks previously administered. If you have given the cue, move onto the next task.

31. What do you do when a student responds before the cue has been given?
Ignore the response and begin the task.

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32. 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.

33. What should you do when the test examiner cannot understand the student's verbal response?
Ask the student to repeat the response. If it still is unintelligible, score it as an incorrect response.

34. 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 document as NR.

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