



THE GUIDE TO YOUR STAR STUDENT REPORT

CALIFORNIA ALTERNATE PERFORMANCE ASSESSMENT

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 Your child's information

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

2 Introductory Letter from the State Superintendent of Public Instruction

Dear Parent/Guardian,

Each year, the Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's Content Standards that describe what all students should know and be able to do at each grade level. Your child participated in the STAR Program by taking the California Alternate Performance Assessment (CAPA). The CAPA measures your child's understanding of selected California content standards.

This report shows your child's scores on the CAPA test. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about monitoring your child's academic progress, test scores help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.

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.

4 You can use these Web addresses to find complete STAR results (<http://star.cde.ca.gov>) and your school's Accountability Report Card (<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 to monitor your child's educational progress, including through classroom tests, assignments, and grades. You can use these sources of information to talk with your child's teacher about specific areas of improvement.

STAR Student Report
USING ASSESSMENTS TO HELP STUDENTS LEARN

STUDENT # _____ GRADE: 4 _____ DATE OF BIRTH: _____
CAPA LEVEL: 1 _____ TEST DATE: Spring 2011

FOR THE REPORT COMPILED BY:
STEVE B. HINES
1221 Third Street
Long Beach, CA 90802

SCHOOL: Deep Creek Academy
DISTRICT: Farnsworth Unified

Dear Parent/Guardian,
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This report shows your child's scores on the CAPA test. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about monitoring your child's academic progress, test scores help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.

Steve B. Hines
State Superintendent of Public Instruction

Your child's results on the CAPA

Your child's scores and performance levels

English Language Arts	Mathematics
Score: 40-60	Score: 42-60
Performance Level: Proficient	Performance Level: Proficient
Score: 35-45	Score: 35-45
Performance Level: Basic	Performance Level: Basic
Score: 20-34	Score: 20-34
Performance Level: Below Basic	Performance Level: Below Basic
Score: 10-19	Score: 10-19
Performance Level: Far Below Basic	Performance Level: Far Below Basic

Your child's score is 36 which is at the Proficient level in English Language Arts.

Your child's score is 38 which is at the Proficient level in Mathematics.

Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at <http://www.cde.ca.gov/ta/ac/sa/>.

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 possible 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 in order 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 Web site in this box (<http://www.cde.ca.gov/ta/tq/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 for profoundly disabled 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 at the level that corresponds with their current school grade, but some 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/ta/tq/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 levels for CAPA Level I. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced (Scale Scores 46-63)
Level I students performing at the Advanced level should demonstrate beginning awareness that print or symbolic convey meaning. They consistently communicate basic needs such as hunger, thirst, and physical discomfort through their primary means of communication. They are able to obtain help when needed.

Proficient (Scale Scores 20-42)
Level I students performing at the Proficient level 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 at the Basic level communicate basic needs incoherently 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 focused choice or after a modeled prompt. They indicate a preference for objects or activities.

Below Basic (Scale Scores 20-28)
Level I students performing at the Below Basic level communicate when a basic need is not met but do not otherwise ever 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 at the Far Below Basic level sometimes orient toward a speaker when asked. They incoherently use individual modes of communication that may include but are not limited to crying, vocalizations, purposeful movements, or body posturing.

More about the performance levels in Mathematics

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

Advanced (Scale Scores 63-82)
Level I students performing at the Advanced level should be able to identify names of a quantity, indicate one or two more, and count to 5. They demonstrate early algebra by matching the objects. They are able to identify tools that measure time (calendar, clock). They demonstrate an understanding of concepts of one such as morning, afternoon, and evening.

Proficient (Scale Scores 35-42)
Level I students performing at the Proficient level should be able to demonstrate concepts such as "more", "count to 3", and indicate a quantity of "1". 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 measure time.

Basic (Scale Scores 35-34)
Level I students performing at the Basic level may count, indicate a quantity of "1", and incoherently communicate the number word "more". 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 21-30)
Level I students performing at the Below Basic level may attempt to count, indicate a quantity of "1", and identify when an has more but are often incoherent. They attempt to match objects but are often inaccurate. They 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 15-20)
Level I students performing at the Far Below Basic level sometimes indicate subjective responding to orient toward stimulus materials and/or gestures used for counting, matching objects, identifying tools that measure time, and comparing quantities.