



GUÍA DE LECTURA DEL BOLETÍN DE CALIFICACIONES STAR – EVALUACIÓN ALTERNATIVA DE DESEMPEÑO DE CALIFORNIA

DEPARTAMENTO DE EDUCACIÓN DE CALIFORNIA

Esta guía le 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 Datos de su hijo

Aquí aparece el número de estudiante de su hijo, su fecha de nacimiento, el grado, la fecha del examen, la escuela y el distrito. También se incluye su dirección postal, si corresponde.

2 Carta de presentación del Superintendente de Instrucción Pública del Estado

Estimado Padre/Tutor,

El Programa de Exámenes y Reportes Estandarizados de California (STAR) evalúa todos los años el progreso de su hijo en los Contenidos Obligatorios de California, los cuales describen lo que todos los estudiantes deben saber y deben poder hacer en cada nivel de grado. Su hijo participó en el Programa STAR al hacer la Evaluación Alternativa de Desempeño de California (CAPA). La prueba CAPA evalúa los conocimientos de su hijo en relación con contenidos obligatorios de California seleccionados.

El boletín muestra los puntajes de su hijo en la prueba CAPA. Le recomiendo que hable de los resultados con su hijo, así como con su maestro o maestros. Además de proporcionarle información de gran utilidad para la supervisión del progreso académico de su hijo, los resultados de la prueba nos ayudan a entender el nivel de rendimiento de nuestras escuelas y el modo en que nosotros podríamos mejorar nuestro objetivo más importante: preparar a nuestros alumnos para que triunfen en la escuela y en el futuro.

3 Puntaje y niveles de desempeño de su hijo

Usted puede ver el rendimiento de su hijo en la prueba CAPA consultando las barras negras verticales situadas debajo del encabezado de cada materia. El número que figura en la parte superior de cada barra es el puntaje exacto que obtuvo su hijo en el examen. Los casilleros coloreados a la izquierda y el texto que figura en la parte inferior 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 inferior al básico.

4 Puede consultar estas direcciones de Internet para ver los resultados completos de STAR (<http://star.cde.ca.gov>) y el Informe de Situación General de su escuela (<http://www.cde.ca.gov/ta/ac/sa/>). También puede solicitar una copia del Informe de Situación General (SARC) en la escuela de su hijo.

5 ¿Cómo debo utilizar los resultados del Programa STAR?

En esta sección se sugieren otras formas de supervisar el progreso educativo de su hijo, incluidos los exámenes en el aula, tareas y calificaciones. Puede utilizar estas fuentes de información para hablar con el maestro de su hijo sobre las áreas específicas que debe mejorar.

STAR Student Report
Using Assessments to Help Students Learn

STUDENT # 0000000000 DATE OF BIRTH 00/00/00
GRADE 4 CAPA LEVEL 1
FOR THE JOHNETT GUARDIAN OF STEVE B. HIBEL
123 Main Street
Long Beach, CA 90800

SCHOOL: Easy Creek Academy
DISTRICT: Farnsworth Unified

Dear Parents/Guardian,
Each year, the Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's Content Standards and describes 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. We encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about 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.

Signature: [Signature]
MICKY O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Your child's results on the CAPA

Your child's scores and performance levels

English-Language Arts (ELA) LEVEL	Mathematics (MATH) LEVEL
Advanced: 44-60	43-60
Proficient: 39-43	39-43
Basic: 34-38	34-38
Below Basic: 29-33	29-33
Far Below Basic: 19-28	19-28

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

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

Find complete STAR results at www.star.cde.ca.gov and your school's Accountability Report Card (SARC) at www.cde.ca.gov/ta/ac/sa/ or ask for a copy at the SARC in your child's school.

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 Más información sobre los niveles de la evaluación CAPA

En esta sección se ofrece más información acerca de los resultados obtenidos por su hijo en esta prueba mediante la explicación de los niveles 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 toman el nivel de examen correspondiente a su grado actual, aunque algunos estudiantes con discapacidades complejas y profundas toman la evaluación de Nivel I. El nivel asignado no está relacionado con la capacidad individual en un área específica de contenidos. Lengua y Literatura en inglés y Matemáticas siempre se dan al mismo nivel de evaluación.

La dirección de Internet que aparece en este casillero (<http://www.cde.ca.gov/ta/tg/sr/capa.asp>) proporciona más información acerca del programa CAPA.

7 Más información acerca de los niveles de desempeño

En este casillero se describen los cinco niveles de desempeño del nivel CAPA que su hijo tomó en Lengua y Literatura en inglés (en el casillero de la izquierda) y Matemáticas (en el casillero de la derecha). Aunque es posible que hijo pueda completar las tareas descritas en cada párrafo, el nivel de desempeño se basa en el puntaje que obtuvo su hijo en esta evaluación en particular. Converse con el maestro de su hijo para comprender mejor el progreso de su hijo.

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

* 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/tg/sr/capa.asp.

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 would do 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 symbols 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 understanding of concepts of time such as morning, afternoon, and evening.

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 met but do not otherwise orient toward a speaker. 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.

Far Below Basic (Scale Scores 15-20)
Level I students performing at the Far Below Basic level sometimes orient toward a speaker when with tasks. 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 would do 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 time such as morning, afternoon, and evening.

Proficient (Scale Scores 34-42)
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 measures time.

Basic (Scale Scores 35-36)
Level I students performing at the Basic level will count, indicate a quantity of "1", and incoherently communicate the number when "more" is modeled. 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 (day or night) activities typically occur but are often inaccurate. 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 activities according to orient toward objects materials and/or pictures used for counting, matching objects, identifying tools that measure time, and comparing quantities.