



# ANG GUIDE SA INYONG STAR STUDENT REPORT CALIFORNIA ALTERNATE PERFORMANCE ASSESSMENT

DEPARTMENT OF EDUCATION NG CALIFORNIA

Ang guide na ito ay tutulong sa inyo na maintindihan ang report ukol sa inyong anak at ang mga rekomendasyon na ibinabahagi. Ang ilang bahagi ng report ukol sa inyong anak ay masinop na isinalin sa Tagalog at ang ibang bahagi ay isinalin sa pangkabuuan.

## 1 Ang impormasyon tungkol sa inyong anak

Sa bahaging ito ay makikita ang mga sumusunod: student number, petsa ng kapanganakan, grado ng inyong anak, petsa kung kailan siya kumuha ng test, paaralan, at distrito. Kung naroroon, lalabas din ang inyong mailing address.

## 2 Liham ng Pagpapakilala mula sa State Superintendent of Public Instruction

Mahal na Magulang/Tagapag-alaga,

Bawat taon, sinusukat ng Standardized Testing and Reporting (STAR) Program ang progreso ng inyong anak sa pagtupad ng California Content Standards na nagpapaliwanag kung ano ang dapat malaman ng lahat ng mga estudyante at kung ano ang dapat nagagawa nila sa bawat grado. Ang inyong anak ay lumahok sa STAR Program sa pamamagitan ng pagkuha ng California Alternate Performance Assessment (CAPA). Sinusukat ng CAPA ang pagkaunawa ng inyong anak sa mga piniling California content standards.

Makikita sa report na ito ang iskor ng inyong anak sa CAPA test. Hinihikayat ko kayong kausapin ang inyong anak at ang (mga) titser ng inyong anak tungkol sa mga resultang ito. Maliban sa pagbibigay sa inyo ng mahalagang impormasyon tungkol sa pagmomonitor sa progreso ng inyong anak sa pag-aaral, nakakatulong sa atin ang mga iskor sa test na maunawaan kung gaano kahusay ang ating mga paaralan at kung paano namin mapapahusay ang pinakamahalagang trabaho sa lahat – ang paghahanda sa mga estudyante na magtagumpay sa paaralan at sa kinabukasan.

## 3 Ang mga iskor at kakayahan ng inyong anak

Tingnan kung anong iskor ang nakuha ng inyong anak sa CAPA — tingnan ang mga patayô na item na bar sa ilalim ng bawat subject heading. Ang bilang sa itaas ng bawat bar ay ang iskor ng inyong anak sa test. Ang level ng kakayahan ng inyong anak sa bawat subject ay makikita sa mga may kulay na kahon sa kaliwa at sa text sa ilalim ng bawat itim na bar. Mayroong limang performance levels o level ng kakayahan: Advanced, Proficient, Basic, Below Basic, at Far Below Basic.

## 4 Maaari ninyong gamitin ang mga Web address na ito upang mahanap ang mga kompletong resulta ng STAR (<http://star.cde.ca.gov>) at ang Accountability Report Card ng inyong paaralan (<http://www.cde.ca.gov/ta/ac/sa/>). Maaari rin kayong humingi ng kopya ng School Accountability Report Card (SARC) sa paaralan ng inyong anak.

## 5 Paano ko gagamitin ang mga resulta na ito ng STAR Program?

Imumungkahi ng bahaging ito ang ibang mga paraan sa pagmomonitor ng kakayahan ng inyong anak sa iskuwela, kabilang ang mga test sa classroom, mga gawaing-bahay, at mga grado. Gamitin ang mga mapagkukunan ng impormasyon na ito upang kausapin ang titser ng inyong anak tungkol sa mga ispesipikong bahagi kung saan siya dapat humusay.

**STAR Student Report**  
USING ASSESSMENTS TO HELP STUDENTS LEARN

STUDENT #: 00000000 DATE OF BIRTH: 00/00/00  
GRADE: 4 TEST DATE: Spring 2017  
CAPA LEVEL: 1

FOR THE PARENT/GUARDIAN OF:  
ESTER H. HINES  
123 Main Street  
Long Beach, CA 90800

SCHOOL: DASH CREEK ELEMENTARY  
DISTRICT: FORTY-NINTH

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. It encourages you to discuss these results with your child and your child's teachers. 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—empowering students to succeed in school and beyond.

Sincerely,  
JACK O'CONNELL  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

**Your child's results on the CAPA**

Your child's scores and performance levels

English Language Arts (CAPA LEVEL)	Mathematics (CAPA LEVEL)
Advanced: 45-60	45-60
Proficient: 35-45	35-45
Basic: 25-34	25-34
Below Basic: 15-24	15-24
Far Below Basic: 0-14	0-14

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

Your child's score here is 35 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/> or ask for a copy of the SARC at 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 Karagdagang impormasyon tungkol sa mga CAPA level

Ang bahaging ito ay nagbibigay ng karagdagang impormasyon tungkol sa mga resulta ng test ng inyong anak sa pamamagitan ng pagpapaliwanag ng mga CAPA level. Ipinapakita ng table sa kaliwa na ang CAPA ay hinati sa limang assessment levels. Kinukuha ng karamihan ng mga estudyante na kwalipikado para sa CAPA ang assessment level na alinsunod sa kanilang kasalukuyang grado sa eskuwela, pero kinukuha ng ilang mga estudyante na may mga komplikado at malaking kapansanan ang Level I assessment. Ang itinakdang level ay walang kinalaman sa kakayahan ng isang indibidwal sa isang partikular na content area. Ang English–Language Arts at Mathematics ay laging ibinibigay sa parehong assessment level.

Ang Web site sa kahong ito (<http://www.cde.ca.gov/ta/tg/sr/capa.asp>) ay nagbibigay ng karagdagang impormasyon tungkol sa programa ng CAPA.

## 7 Karagdagang impormasyon tungkol sa performance standards

Ang kahong ito ay nagbibigay ng mga pagpapaliwanag tungkol sa limang performance levels para sa English–Language Arts CAPA Level ng inyong anak (sa kahon sa kaliwa) at Mathematics (sa kahon sa kanan). Bagama't maaaring kayang kumpletihin ng inyong anak ang mga gawaing nakalawaran sa bawat paragraph, ang performance level ay batay sa iskor ng inyong anak sa test na ito. Kausapin ang titser ng inyong anak upang mas maunawaan ang progreso ng inyong anak.

### 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

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. The 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](http://www.cde.ca.gov/ta/tg/sr/capa.asp).

\* Level I is primarily students scoring and/or students in grades 2-11.

**6**

### 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 scores 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 mode of communication. They are able to obtain help when needed.

**Proficient (Scale Scores 35-42)**  
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 inconsistently and may require extensive prompts. They orient toward the 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. They indicate a preference for objects or activities.

**Below Basic (Scale Scores 15-20)**  
Level I students performing at the Below Basic level communicate when no basic needs are 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 inaccurate.

**Far Below Basic (Scale Scores 15-20)**  
Level I students performing at the Far Below Basic level sometimes orient toward a speaker without words. They occasionally use individual methods 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 scores on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

**Advanced (Scale Scores 43-63)**  
Level I students performing at the Advanced level should be able to identify more of a quantity, include one or two more, and count to 6. They demonstrate early ability by matching like 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 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 measures time.

**Basic (Scale Scores 20-34)**  
Level I students performing at the Basic level can count, include a quantity of "1," and inconsistently 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 15-20)**  
Level I students performing at the Below Basic level may attempt to count, include a quantity of "1," and inconsistently communicate the number word "more." 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 tolerate extensive prompting to orient toward stimulus materials and/or pictures used for counting, matching objects, identifying tools that measure time, and comparing quantities.

**7**