

# 2012 CAPA Examiner Workshop

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## Objective

Participants will train examiners to accurately and consistently

- Prepare for the California Alternate Performance Assessment (CAPA)
- Administer the CAPA
- Score the CAPA
- Return the CAPA

## Agenda

- Introductions
- Training
- California content standards
- Preparing
- Administering the CAPA
- Scoring the CAPA
- After-test procedures
- Q & A

## Training

**Required — ANNUALLY**

### Training tips

- Active learning
  - Practice
  - Discuss
  - Problem Solve
- Repetition



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

# CAPA Alternate Achievement Standards

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What are California content standards?

What are the CAPA blueprints? (<http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp>)

What does this statement mean? “The CAPA blueprints are linked to the California content standards in each grade.”

Which California content standards are used for CAPA Level I?

## Sample Level IV English–Language Arts Standard

Level IV

**Strand:** Reading/Word Analysis

**Standard (for grade five): 6RW1.1: Word Recognition:**

Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.

**Alternate Achievement Standard:** Read a simple four- to five-word sentence composed of high-frequency words.

# Preparing

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## Who takes the CAPA?

**Individualized education program (IEP) determines CAPA participation.**

See Appendix A in the *CAPA Examiner's Manual* or the Web document *Eligibility to Participate in STAR by Taking CAPA* on the CDE Web site: <http://www.cde.ca.gov/ta/tg/sr/documents/participcriteria.doc>.

**The IEP determines who takes Level I.**

**How are CAPA levels determined for each student?**

CAPA Level	Grades
I	
II	
III	
IV	
V	

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

**Who takes CAPA Level I?**

## Examiners

**Who can be an examiner?**

**How can you ensure CAPA administrations are standardized?**

**Why must CAPA examiners sign security agreements?**

## Observers

**Who can be an observer?**

**Why are observers needed?**

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

**What fields must be completed by hand on the observer's answer document?**



# CAPA Answer Document Sections

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## Mark CAPA Level

Must be marked at time of testing. NOT counted if out of level

7a	CAPA Level	Valid Grade
<input type="radio"/>	I	(2-11)
<input type="radio"/>	II	(2-3)
<input type="radio"/>	III	(4-5)
<input type="radio"/>	IV	(6-8)
<input type="radio"/>	V	(9-11)

Mark **Statewide Educator Identifier (SEID)** if it's not in Pre-ID.



12b Statewide Educator Identifier (SEID) for ELA Teacher										
0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9

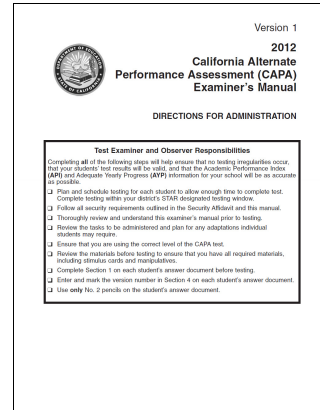
12c Statewide Educator Identifier (SEID) for Math Teacher										
0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9

# Preparing: Materials

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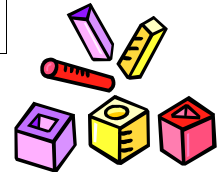
## Materials

Read the *CAPA Examiner's Manual*.



What materials must be prepared in advance of testing?

How should examiners prepare materials?



Identify students who will need adaptations.

Must be same as in classroom

- For visually impaired students, e.g. enlarging, using colored or black backgrounds
- For hearing-impaired students, e.g. using ASL
- For students with other disabilities, e.g., using computer devices, eye gaze

What other preparations are required?

# Administering the CAPA

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## Task Preparation

What is task preparation?

- Place on surface. . .
- Arrange . . .
- Write the following . . .

## Cue/Directions

- Show me . . .
- What is . . .?
- Which one . . .?

How many times may an examiner repeat a given cue?

## Administering Level I

1. Give cue/directions and **stop** if the student responds.
2. Repeat cue/directions and **stop** if the student responds.
3. Give gestural **or** verbal prompt, repeat cue/directions, and **stop** if the student responds.

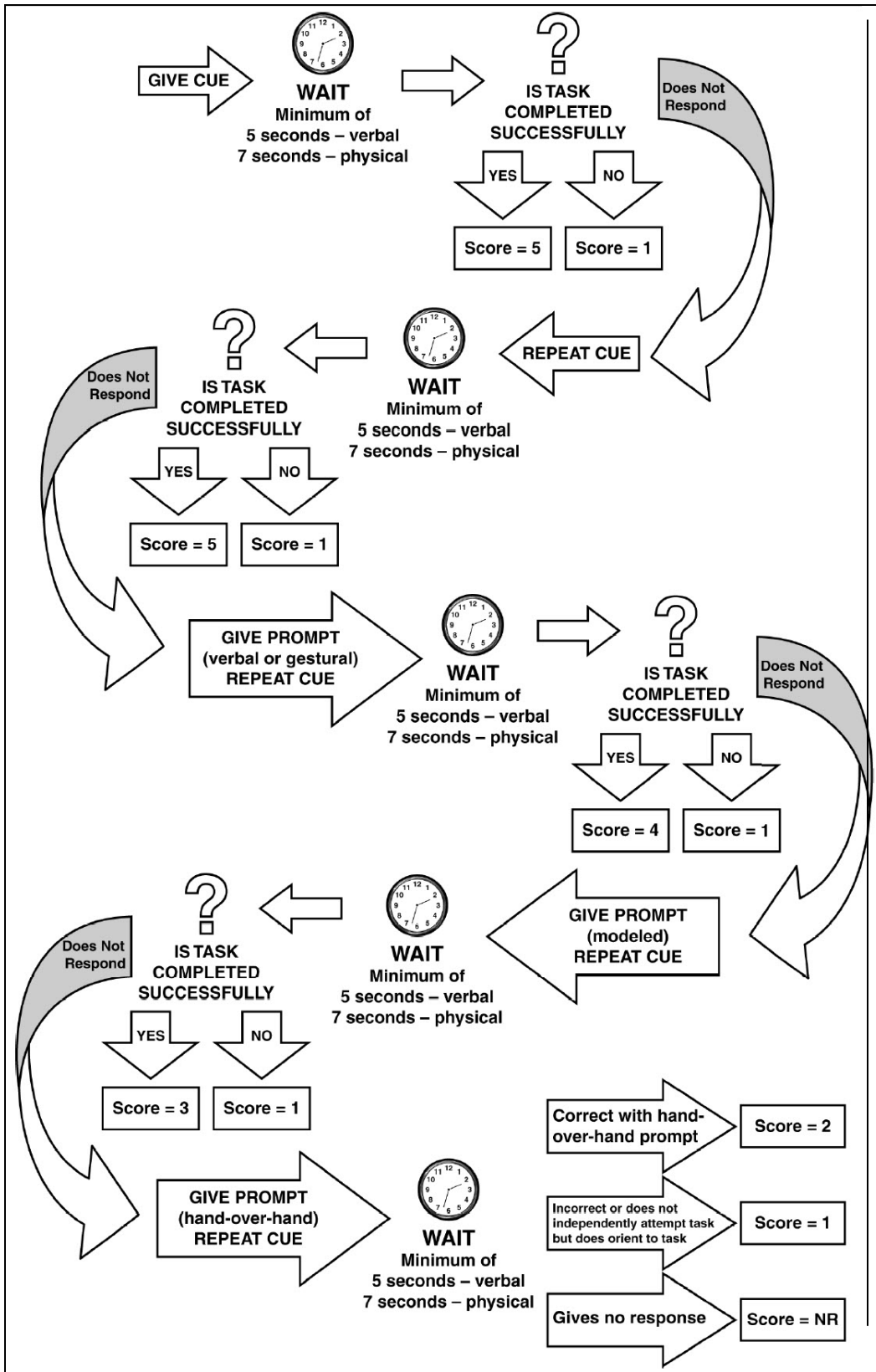
**What are examples of gestures? of verbal prompts?**

4. Give modeled prompt, repeat cue/directions, and **stop** if the student responds.
5. Use hand-over-hand prompt, repeat cue/directions, and **stop** if the student responds

How many times may an examiner repeat a given prompt?

## Practice Explaining How to Administer Level I

One partner explains to another how to administer Level I. Use the flow chart on the following page (Figure 1 from the *CAPA Examiner's Manual*).

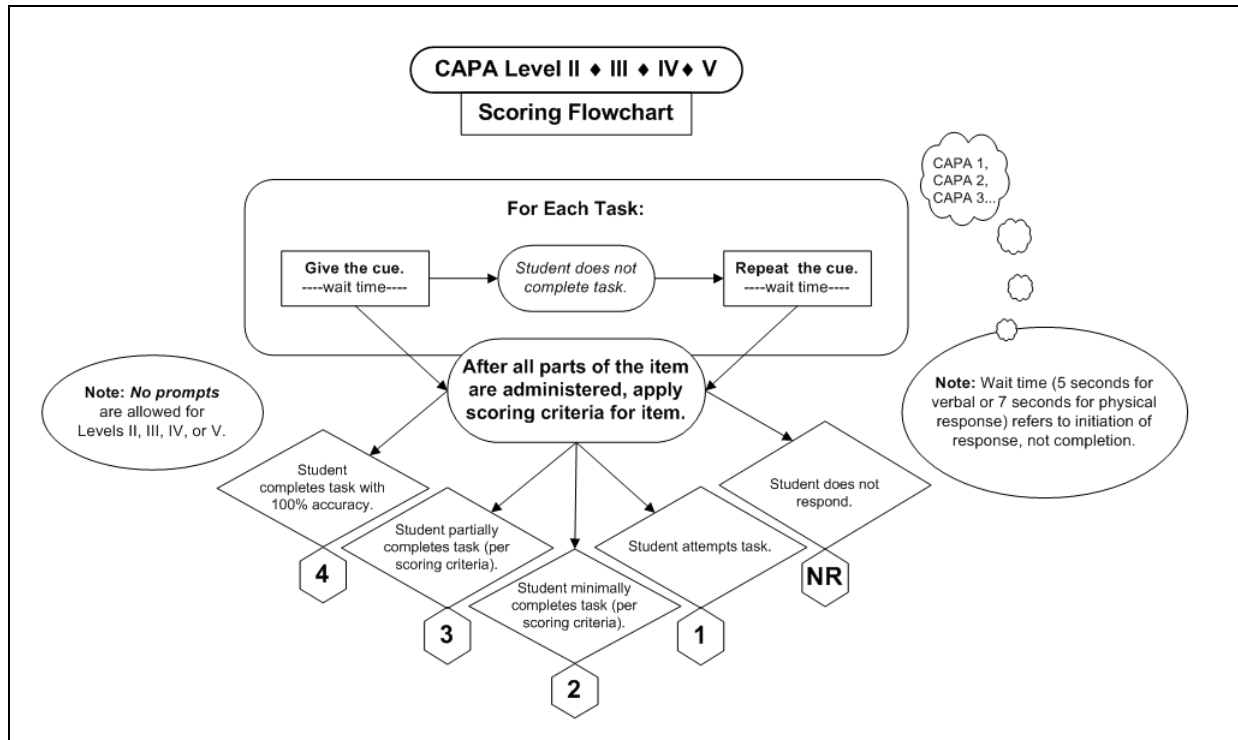


## Administering Levels II–V

- Cue/directions and stop if the student responds
- Repeat and stop if the student responds

## Practice Explaining How to Administer Levels II–V

One partner explains to another how to administer Levels II–V. Use the flow chart below (Figure 2 from the *CAPA Examiner's Manual*).



# Scoring the CAPA

Score of 5 for CAPA Level I ONLY (now shaded)



## Level I ONLY

1	5	4	3	2	1	NR
2	5	4	3	2	1	NR
3	5	4	3	2	1	NR
4	5	4	3	2	1	NR
5	5	4	3	2	1	NR
6	5	4	3	2	1	NR

What are rubrics?

### Scoring Level I

What determines CAPA Level I rubrics?

#### Level I Scoring Rubric

(Table 3 from the *CAPA Examiner's Manual*)

Score	Rubric
5	correct with no prompting
4	correct with verbal or gestural prompt
3	correct with modeled prompt
2	correct with hand-over-hand prompt (student completes task independently)
1	orients to task or incorrect response after attempting the task independently
NR	does not attempt task

# Scoring the CAPA

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## Practice Leading Practice in Scoring, Level I

Sample from trainers: science video clip, Lucerio

Using the video clip, ELA (apple and shoe), Jasper

- Practice session on scoring.
- Give directions for the practice to a partner.
- Give feedback to how the partner scored Jasper.

See tasks on next pages.

- Give directions for the practice to a partner.
- Give feedback to how the partner scored Jasper.

## CAPA Level I Science

**Strand:** Investigation and Experimentation: Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

**Standard: KIE4.AL12:** Observe common objects by using the five senses.

**Alternative Achievement Standard:**

✓ Attend to sound.

**Manipulatives:**

1 metal spoon

1 plastic spoon

**Task Preparation:**

Direct the student to listen for some sounds. Drop a metal spoon on surface to left of student. Wait four seconds, then drop a plastic spoon on surface to right of student. Give cue. [For students with hearing impairments, position students to feel sound vibration on the surface.]

**Cue/Direction:**

*Which one was louder?*

**Scoring rubric:**

- (5) Correct with no prompting
- (4) Correct with verbal or gestural prompt
- (3) Correct with modeled prompt
- (2) Correct with hand-over-hand prompt  
(student completes task independently)
- (1) Orients to task *or* incorrect response  
after attempting the task independently
- (NR) No response

## CAPA Level I English–Language Arts

**Strand:** Vocabulary and Concept Development

**Standard: 1.17: Vocabulary and Concept Development:** Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

**Alternate Achievement Standard:**

- ✓ Identify object by function.

**Stimulus Cards (Drawing or Word Description):**

#E007 stimulus card showing an apple

#E017 stimulus card showing a shoe

**Task Preparation:**

Place on surface stimulus cards #E007 and #E017 in the following left to right order: apple, shoe. Name each item. Give cue.

**Cue/Direction:**

*Which one is for eating?*

**Scoring rubric:**

- (5) Correct with no prompting
- (4) Correct with verbal or gestural prompt
- (3) Correct with modeled prompt
- (2) Correct with hand-over-hand prompt  
(student completes task independently)
- (1) Orients to task *or* incorrect response  
after attempting the task independently
- (NR) No response

## **Scoring Levels II–V**

### **What determines CAPA Levels II–V rubrics?**

#### **Levels II–V**

- (4) Completes task with 100% accuracy
- (3) Partially completes task (number correct)
- (2) Minimally completes task (number correct)
- (1) Attempts task
- NR Does not attempt task

## **Practice Leading Practice in Scoring Level I**

Sample from trainers: science video clip, mathematics, Level III, Steven.

### **Using the video clip, science, Level V, Luis.**

- **Practice session on scoring.**
- **Give directions for the practice to a partner.**
- **Give feedback to how the partner scored Luis.**

**See the tasks on next pages.**

## CAPA Level III Mathematics

**Strand:** Number Sense

**Standard: 5NS2.3:** Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.

**Alternate Achievement Standard:**

- ✓ Solve simple problems with sums up to 20, including ones arising in concrete situations, involving the addition and subtraction of whole numbers.

**Manipulatives:**

12 one-inch blocks

**Task Preparation:**

Place on surface 5 one-inch blocks to the left and 7 one-inch blocks to the right. Give cue. Remove blocks. Place on surface 3 blocks to the left and 3 blocks to the right. Give cue. Place on surface 4 blocks to the left and 5 blocks to the right. Give cue.

**Cue/Direction:**

*How many blocks all together?*

Scoring Rubric

- (4) Completes task with 100% accuracy
- (3) Partially completes task (2 correct)
- (2) Minimally completes task (1 correct)
- (1) Attempts task

## CAPA Level V Science

**Strand:** Chemistry: Solutions are homogeneous mixtures of two or more substances. As a basis for understanding this concept:

**Standard: CH6.CL51:** Students know temperature, pressure, and surface area affect the dissolving process.

**Alternate Achievement Standard:**

- ✓ Know how stirring, temperature, and surface area of a substance can affect the dissolving process.

**Manipulatives:**

3 sugar cubes

1 knife

clear plastic cup filled  $\frac{3}{4}$  with water

**Task Preparation:** Place on surface cup of water and place whole sugar cube into water. Give first cue. Place on surface another sugar cube. Use knife to cut into two pieces. Give second cue. Crush third sugar cube and place crushed sugar on surface. Give third cue.

Correct answers: stirring, heating, crushing and/or breaking cube; cut sugar cube; crushed sugar cube.

**Cue/Direction:**

What will help the sugar cube dissolve faster in the water?

Which will dissolve in water faster, the whole sugar cube or the cut sugar cube?

Which will dissolve in water faster, the whole sugar cube, the cut sugar cube, or the crushed sugar cube?

**Scoring Rubric:**

- (4) Completes task with 100% accuracy.
- (3) Partially completes task (2 correct).
- (2) Minimally completes task (1 correct).
- (1) Attempts task.

# After-Test Procedures

After testing, code these if applicable.

## Section A2, Special conditions

Code	Special Conditions Type
A	The student was absent for regular and makeup testing.
E	The student was not tested because of a significant medical emergency.
F	The student became ill while taking this test, had to leave the room, and was unable to return and complete the test.
L	The student enrolled after the first day of testing and was given this test.
M	The student was enrolled on the first day of testing but moved before this test was administered or completed.
P	The student was not tested by parent/guardian request.
T	The student was enrolled on the first day of testing and was not given this test because a staff member verified that the student had taken the test at a previous school.
Y	This document replaces a lost or destroyed answer document.



## Section A4 English Learner Test Variations

Code	Variation
A	The test examiner used a language other than English to administer the CAPA to the student.

## Sign the Back of Answer Document to Attest to Receipt of Training

Train examiners and observers to sign indicating they received training.

TEST RATER NAME	RATER (Mark one.) <input type="radio"/> Examiner <input type="radio"/> Observer
I was trained this year to give the CAPA and it was administered accordingly.	
Signature	Month / Day / Year

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## *Notes*

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# CAPA Workshop Evaluation

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Please answer the following questions and leave the evaluation on the check-in table before you exit the workshop.

1. What is the most important thing you learned at this workshop?
  
2. What could we do to improve the workshop?
  
3. What questions do you have about the CAPA portion of the STAR Program that are still unanswered? (Please leave your contact information so someone can contact you directly.)
  
4. What information from this workshop will you use the most in your school district?
  
5. Please rate the following on a scale of 1 to 5 (circle the number).

	Advanced	Proficient	Basic	Below Basic	Far Below Basic
<b>Workshop overall</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Presenter's style</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Video</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Handouts</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Slides</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

6. Additional comments:

**7. Contact Information (Optional):**

\_\_\_\_\_  
Your Name

\_\_\_\_\_  
Your School District

\_\_\_\_\_  
Your E-mail Address

\_\_\_\_\_  
Your Phone Number