

Last Minute Memorandum

To: STATE BOARD MEMBERS

Date: Nov. 5, 2003

**From: Geno Flores, Deputy Superintendent
Assessment and Accountability Branch**

Re: ITEM # 7

**Subject STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM:
UPDATE ON 2004 STAR CALIFORNIA ALTERNATE PERFORMANCE
ASSESSMENT (CAPA) PARENT REPORT**

During October representatives from Educational Testing Service (ETS) and the Grow Network held focus group meetings with parents to receive input and suggestions for the report. The report has been renamed "The STAR Student Report" because parents/guardians and students' teachers receive the reports. In addition to "The STAR Student Report" for each student, teachers receive the "California Report for Teachers" that includes the results by class, grade, or other groupings for the year the tests were administered. A prototype of the 2004 STAR Student Report (CAPA version) is attached.

[Attachment 1](#): The STAR Student Report (CAPA version) (Pages 1-2)

The STAR Student Report

U S I N G A S S E S S M E N T T O H E L P S T U D E N T S L E A R N

Dear Parent/Guardian of **Anita Adams**,

Each year, the STAR Program measures your child's progress in meeting California's Content Standards. Your child participated in the STAR Program by taking the California Alternate Performance Assessment (CAPA). The CAPA measures your child's understanding of a subset of the California Content Standards that reflect important skills.

This report offers one source of information about what your child has learned. Your child's Individualized Education Program (IEP) provides a more comprehensive assessment of your child's skills and knowledge.

Sincerely,

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Student #: **000032291**

Date of birth: **2/12/93**

For the parent/guardian of:

Anita Adams
356 South Street
Los Angeles, CA 90210



Grade: **4**

CAPA level: **III**

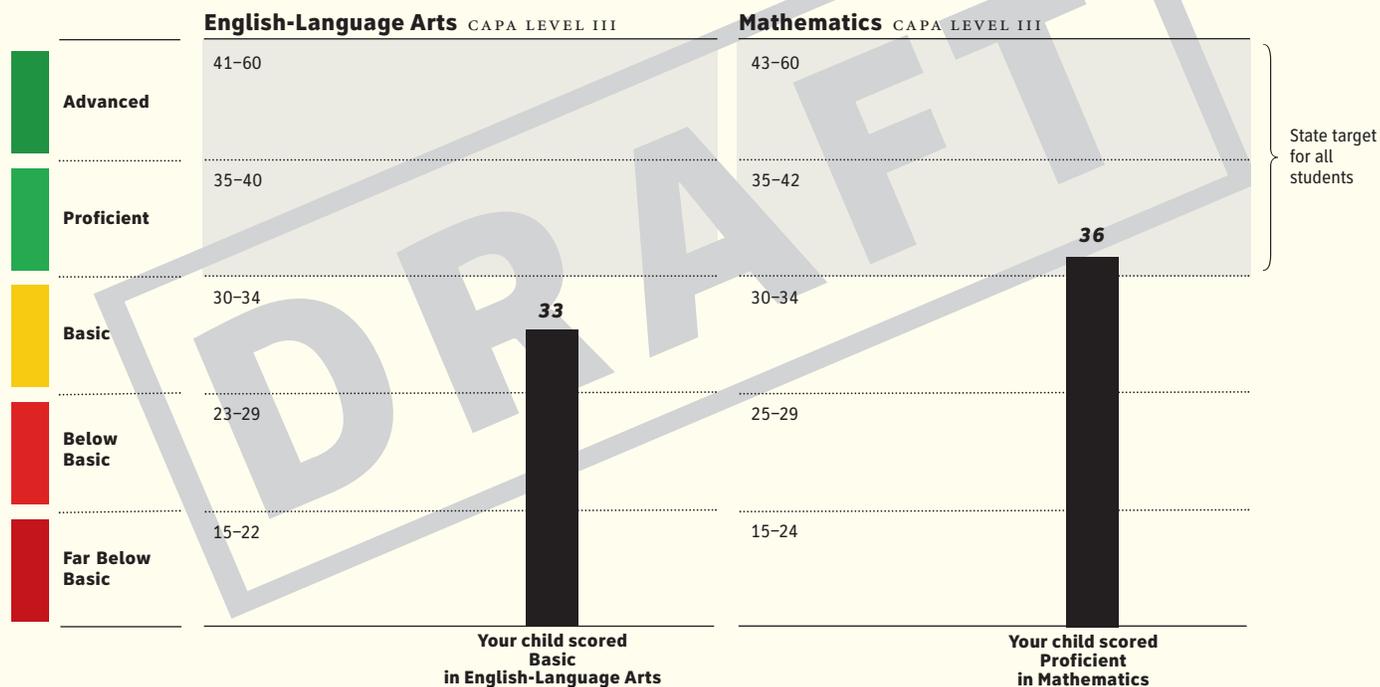
Test date: **4/04**

School: **Johnson Elementary**

District of Residence: **Langeberg Unified**

Your child's results on the CAPA

Your child's scores and performance levels



Ask your school for its STAR results or go to <http://star.cde.ca.gov>.

How to help your child

1 Review this report with your child's teacher.

2 Show an interest in your child's progress throughout the school year.

3 Be an active participant in your child's IEP team.



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 level that corresponds with their current school grade. 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.

For more information about the CAPA Program, ask your school or go to www.cde.ca.gov/spbranch/sed/capa/prntgrdninfo.htm.

More about the performance levels in English-Language Arts

The following paragraphs describe the five possible English-Language Arts performance levels for CAPA Level III. While your child may be able to complete tasks described in other levels, your child's level is based on how your child performed on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced (Scale Scores 41–60)

Level III students performing at the *Advanced* level should be able to identify their first and last name and read vocabulary of at least 10 words or symbols. They are able to read functional signs and symbols found on a school campus. They can follow a schedule or recipe with at least 3 steps. They can produce simple words or symbols to communicate ideas. They are able to communicate their preferences in their primary mode of communication.

Proficient (Scale Scores 35–40)

Level III students performing at the *Proficient* level should be able to identify their first and last name. They can read vocabulary of at least 5 words or symbols. They are able to follow 2-step directions using symbols or words. They can write or select a representation of their name. They are able to indicate a preference in a short phrase and answer 1 open-ended question related to personal information.

Basic (Scale Scores 30–34)

Level III students performing at the *Basic* level should be able to recognize their name and 2-3 printed words or symbols. They can follow 1-step directions with 2 or more words. They are able to trace their name or select a symbolic representation to spell part of their name. They can indicate preferences and choices with a single word or a short phrase.

Below Basic (Scale Scores 23–29)

Level III students performing at the *Below Basic* level demonstrate an inconsistent interest in printed words or symbols. They can identify a few classroom objects. They are able to follow 1 word commands using symbols or words. They can select their name from a list. They can scribble. They are able to indicate their basic needs. They inconsistently indicate preferences.

Far Below Basic (Scale Scores 15–22)

Level III students performing at the *Far Below Basic* level communicate basic needs such as hunger, thirst, and physical discomfort. They orient toward the speaker, even when engaged in an activity. They inconsistently recognize common objects used in the classroom.

More about the performance levels in Mathematics

The following paragraphs describe the five possible Mathematics performance levels for CAPA Level III. While your child may be able to complete tasks described in other levels, your child's level is based on how your child performed on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced (Scale Scores 43–60)

Level III students performing at the *Advanced* level should be able to demonstrate concepts of number sense such as numerical sequence to 20 and quantitative concepts up to 20. They understand concepts of "more" and "less" up to ten. They can identify what numeral comes before or after another numeral. They can identify the object that does not belong in a set. They are able to place coins or bills in order of value. They can tell time by the hour. They are able to extend an (ABCABC) pattern.

Proficient (Scale Scores 35–42)

Level III students performing at the *Proficient* level should be able to sequence numerals to 15 and demonstrate quantitative concepts up to 15. They can understand concepts of "more" up to 10, or concepts of 1-2 "less." They inconsistently identify the object that does not belong in a set. They can match coins or bills. They can match an (ABCABC) pattern.

Basic (Scale Scores 30–34)

Level III students performing at the *Basic* level should be able to sequence numerals to 10 and demonstrate quantitative concepts up to 10. They can indicate one or two more. They can sort by two attributes. They are able to recognize concepts of day and night. They can identify coins and bills. They are able to demonstrate early concepts of probability by extending an (ABAB) pattern.

Below Basic (Scale Scores 25–29)

Level III students performing at the *Below Basic* level should be able to identify more of a quantity and sequence numerals up to 5. They should be able to demonstrate quantitative concepts up to 5. They can classify objects by category and sort objects by a single attribute. They can identify tools (calendars and clocks) that measure time. They can match an (ABAB) pattern.

Far Below Basic (Scale Scores 15–24)

Level III students performing at the *Far Below Basic* level demonstrate beginning number sense concepts, such as rote counting to 3 and indicating a quantity of "1." They demonstrate early algebraic concepts by matching objects by a single attribute. They attempt to identify when (day, night) activities typically occur and tools that measure time but are not always accurate.