Supplemental Memorandum

To: **STATE BOARD MEMBERS** **Date:** **June 30, 2003**

From: **Special Education Division**

Re: **ITEM # 20**

Subject Standardized Testing and Reporting (STAR) Program: Adoption of Performance Standards (Levels) for the California Alternate Performance Assessment (CAPA)

RECOMMENDATION: Adopt the performance standards (levels) recommended by the Standards Setting Committee.

ATTACHMENTS

Attachment 1: Performance Standards (Levels) For The California Alternate Performance Assessment (pages 1- 5)

Attachment 2: Performance Standards (Levels) Descriptors (pages 1 - 10)

Attachment 3: Tables with Proposed Performance Standards (Levels) (Pages 1 - 3)

PERFORMANCE STANDARDS (LEVELS) FOR THE CALIFORNIA ALTERNATE PERFORMANCE ASSESSMENT

Alternate Assessment Federal Requirements

The Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind (NCLB) Act require special education alternate assessments to:

- address students who are unable to take the general state assessments, even with extensive accommodations or modifications;
- be aligned with the state's academic content standards;
- include results in the state's accountability system, which necessitates that the alternate assessment meet statistical requirements for validity and reliability;
- report scores with the same frequency and detail as the state's general assessment score reports; and
- report scores by grade level, for purposes of reporting federal Adequate Yearly Progress (AYP).

California's response to these requirements is the California Alternate Performance Assessment (CAPA). Educational Testing Service (ETS), working in partnership with the California Department of Education, and California practitioners, has developed a unique assessment that not only addresses federal requirements, but also provides a relatively cost-effective option for administration and scoring, while minimizing the testing burden on this population.

CAPA Eligible Population

The student's IEP (Individualized Education Program) team must determine how the student will participate in the state assessment program. The continuum of participation options includes taking the general assessment with or without accommodations to taking the alternate assessment. Though IDEA does not specifically describe the students who may be eligible to take alternate assessments, NCLB states that students "with the most significant cognitive disabilities" are eligible for an alternate assessment. California has issued a guidance document to assist IEP teams in determining CAPA eligibility.

Though representing a small percentage of test takers (1% or fewer of the state's total student population), students eligible to take the alternate assessment make up an extremely diverse population. In addition to a significant cognitive disability, CAPA eligible students may have multiple disabilities including visual, hearing, or motor impairments. Eligible students may also exhibit behavioral or emotional complexities.

During this initial statewide implementation year for CAPA, there has been some confusion about which students should participate in STAR by taking the California Standards Tests (CST) or CAPA. Until January 2003, California law allowed IEP teams to exempt students from taking the STAR. Additionally, since California law allows parents to exempt their child from STAR participation, many IEP teams have confused

IEP exemptions with parent exemptions. Many of the students that were previously exempted from taking STAR should now be taking the CAPA.

The curriculum for students with severe disabilities has traditionally focused on functional skills, such as communication skills, independent living skills, and personal care skills. Their education often includes exposure to activities designed to enhance their quality of life. In the 1997 reauthorization of IDEA, there was a renewed focus on providing access to the "core curriculum" for students receiving special education services. Only recently have educators started thinking about functional skills and academic skills being on a continuum. Unlike most students, students with severe disabilities require direct instruction and considerable repetition to master the functional skills. Educators who work with students with significant cognitive disabilities are beginning to see how the functional skills are connected to academic skills. Some academic content areas are easier to map to the precursor functional skills, such as English-language arts includes the functional skill of communicating one's needs, preferences, and ideas. Mathematics can also be mapped to functional skills, such as applying concepts of time and measurement to everyday tasks.

Description of CAPA

CAPA represents a pioneering endeavor. Many challenges emerge when imposing standardized testing procedures on a population that is significantly disabled and extremely diverse. The assessment tasks must be accessible to students who use different types of communication. Typical response modes such as verbal explanations or pointing may not be possible for some students due to their disability. For example, a blind student may require adapted stimulus materials, a student with motor limitations may use eye gaze to make selections, or a non-verbal student may need a communication device to respond.

As a beginning step in the development of CAPA, representative practitioners from throughout California selected a subset of the California content standards to be appropriate for students with significant disabilities. The majority of the selected standards are from kindergarten through second grade, but there were a few standards selected from higher grades. Another group of practitioners wrote functional performance indicators for each of the identified standards. The CAPA item writers (California practitioners) wrote assessment tasks to measure student progress toward mastery of these performance indicators.

Since CAPA is an alternate assessment for STAR, the same grade-level participation is required. CAPA is organized into five levels, representing specific grade spans (see Figure 1). Most students eligible for the CAPA take the level corresponding to their grade placement. These students will move through the CAPA levels as they progress in age.

Some students with the most complex and profound disabilities may be eligible for Level I. These students will remain in Level I, and will not move through the CAPA levels. This level represents an opportunity for students with the most profound disabilities to

demonstrate their skills and independence. Students eligible for Level I meet the following criteria: (1) are between the ages of seven and sixteen, equivalent to grades 2-11; (2) have severe, pervasive disabilities; and (3) function within the sensorimotor developmental stage (approximately 24 months or less).

The decision to place a student in CAPA Level I will be made by the IEP team. This year, however, examiners were allowed to make the decision to administer Level I rather than the grade assigned CAPA level because many students did not have their annual IEP meeting until *after* the 2003 CAPA administration.

Figure 1
CAPA LEVELS AND CONTENT

CAPA Level	Grade	STAR Components	Non-STAR Component Field test only 2003
I	2-11†	English-language arts, mathematics	Health
II	2-3	English-language arts, mathematics	Health
III	4-5	English-language arts, mathematics	Health
IV	6-8	English-language arts, mathematics	Health
V	9-11	English-language arts, mathematics	Health

†Level I is for profoundly disabled students and includes students in grades 2-11.

CAPA is an on-demand performance assessment that measures a student's performance at a moment in time. It is administered individually. The examiner cues the student to respond or perform a task, then observes the performance and records the response according to a specific scoring rubric. For the 2003 CAPA operational test, all students were assessed in English-language arts and mathematics. Some students participated in a health field test. Each content area included eight assessment tasks (items).

The scoring rubric for Level I is different from the rubric used for Levels II-V. Level I scoring emphasizes the degree of independence with which the student is able to perform the task. The scoring rubric for Levels II-V measures the breadth and quality of the student's response.

Since the reliability of the assessment is dependent upon the examiners, considerable effort was focused on the training of examiners. Training in the CAPA testing procedures and the application of core adaptations is required for all examiners. CAPA examiners must be certificated or licensed school staff and in most cases is the student's teacher. California Department of Education staff trained over 1,600 trainers in thirteen

locations throughout the state. A training DVD was produced and distributed through the STAR coordinators. To measure the inter-rater reliability, twenty percent of the students taking CAPA were double scored – a second rater independently scored the student's responses while the examiner administered the assessment.

CAPA Performance Standards (Levels)

As the CAPA contractor, ETS conducted a standards setting committee June 16-18, 2003. A committee of thirty-six participants, representing teachers, administrators, school support staff, and parents, who have extensive experience with the population of students eligible for CAPA. Most of the committee members were involved in the first, recently completed 2003 administration of CAPA.

The committee was trained in how to use the Performance Profile Method (PPM) of standard setting. PPM is based on creating a set of profiles which display how real examinees performed on the performance tasks in a given content area. The graphical presentation provides a visual product that easily identifies where the students' strengths and weaknesses were across the performance tasks and allows the judge to compare the total performance rather than focusing on only one item at a time.

Before implementing the standard setting procedure, the committee discussed and agreed upon performance level descriptions for each CAPA level and each content area. Once the definitions were written, judges were directed to individually review the profiles until they found the place where they felt the profile matched their definition of the minimally competent proficient student. A bookmark was placed, and then the judge recorded the placement of the bookmark on a record sheet. The judge continued to place bookmarks between each profile matching the other performance level descriptions. This process was repeated three times with discussion and data provided between rounds. After the third round, the median bookmark placement for all judges at each test level and each performance level cut became the committee recommendation.

Although CAPA will be using the same designated performance standards levels (Advanced, Proficient, Basic, Below Basic, and Far Below Basic) as the California Standards Tests, these performance standards reflect professional judgments of the highest learning standards possible for students with significant cognitive disabilities. For descriptions of the performance standards levels see *Attachment 2: CAPA Performance Level Descriptions.*

Level I students were administered 8 items and each item had a possible 5 points with a total of 40 possible points. For Levels II – V, students were administered 8 items and each item had a possible 4 points with a total of 32 possible points. All levels have a "no response" option equivalent to zero points. The assessed skills are considered essential skills, thus obtaining a perfect score is feasible. Since the test has only a few items and a relatively low total possible score, a change of one score point can significantly alter the percent of students scoring within that performance level.

Tables 1-3 (Attachment 3) represent the performance level cuts recommended by the Standards Setting Committee. The tables show the recommended minimum points needed to achieve each performance level.

Recommendation

The Standards Setting Committee utilized an accepted process for determining performance standards (levels), and was conducted by highly qualified professionals and parents who have extensive experience working with this unique student population. Accordingly, it is recommended that the Standards Setting Committee recommendations be adopted for Levels I - V.

Level I - English Language Arts

Advanced	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	Level I students performing at the *Proficient* level should consistently communicate basic needs such as hunger, thirst, and physical discomfort with minimal verbal/gestural/physical prompts. They orient toward the speaker, even when engaged in an activity. They demonstrate recognition of common objects used in the classroom.
Basic	Level I students performing at the *Basic* level communicate basic needs inconsistently and may require extensive physical or modeled prompts. They orient toward a 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	Level I students performing at the *Below Basic* level communicate when a basic need is not 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 not accurate.
Far Below Basic	Level I students performing at the *Far Below Basic* level sometimes orient toward and/or interact with tasks. They occasionally use individual modes of communication that may include but are not limited to crying, vocalizations, purposeful movement or body posturing.

Level II - English Language Arts

Advanced	Level II students performing at the *Advanced* level can recognize their name and 2-3 printed words or symbols. They are able to follow two-step directions using symbols or words. They should be able to communicate in single words and short phrases. They should be able to write or produce a symbolic representation of their name. They are able to communicate their preference in their primary mode of communication.
Proficient	Level II students performing at the *Proficient* level show interest in print or symbols. They can recognize their name and 1-2 printed words or symbols. They can follow 1-step directions of 2 words or more using symbols or words. They should be able to demonstrate the ability to write or select a partial representation of their name. When asked to choose, they can indicate a preference. They can communicate using single words and an occasional phrase.
Basic	Level II students performing at the *Basic* level sometimes show an interest in print or symbols. They can identify several common objects in the classroom. They should be able to demonstrate an ability to follow single word directions or commands. They can select their own name from a list and can scribble. They are able to communicate basic needs such as hunger, thirst, and physical discomfort. They sometimes are able to attempt to indicate preference.
Below Basic	Level II students performing at the *Below Basic* level attempt to comply with requests to identify a few common objects and attempt to follow 1 word directions or commands using words or symbols. They can locate their name and are able to mark on paper with implement. They can communicate when a basic need is not met but does not differentiate one need from another.
Far Below Basic	Level II students performing at the *Far Below Basic* level communicate when a basic need is not met but do not differentiate one need from another. They attempt to comply with requests to identify common objects, but are often not accurate.

Level III - English Language Arts

Advanced	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	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 or short answer and answer 1 open-ended question related to personal information.
Basic	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 name or select symbolic representation to spell partial name. They can indicate preferences and choices with single word or occasional phrase.
Below Basic	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 basic needs. They inconsistently indicate preferences.
Far Below Basic	Level III students performing at the *Far Below Basic* level communicate basic needs such as hunger, thirst, and physical discomfort, orient toward the speaker, even when engaged an activity. They inconsistently recognize common objects used in the classroom.

Level IV - English Language Arts

Advanced	Level IV students performing at the *Advanced* level should be able to obtain basic information from media sources typically used in the community. They can follow a schedule or recipe with at least 4 steps. They are able to communicate at least three pieces of personal identification data to others. They can relay a message or describe an event in the correct sequence. The student is able to communicate basic information using printed words or symbols.
Proficient	Level IV students performing at the *Proficient* level should be able to respond to information from print or non-print media. They should be able to show where to find information in media source. They can follow a schedule or recipe with at least three steps. They are able to communicate at least two pieces of personal identification data to others. They can read functional signs or symbols typically found on a school campus and community. They can produce simple words or symbols to communicate ideas.
Basic	Level IV students performing at the *Basic* level should be able to identify their own name and recognize at least 10 printed words or functional signs or symbols. They are able to follow a schedule with at least two steps. They are able to respond to questions about personal experiences. They can communicate information in a sequence of what comes first, then next.
Below Basic	Level IV students performing at the *Below Basic* level should be able to read functional signs, and symbols. They can read a vocabulary of 2-3 printed words or function signs, object/symbols. They can identify their name. They can identify words, or functional signs/symbols. They may communicate in short phrases.
Far Below Basic	Level IV students performing at the *Far Below Basic* level demonstrate an awareness that print or symbols convey meaning. They make preference choices when asked to choose between two options. They communicate in single words and occasionally use a phrase.

Level V - English Language Arts

Advanced	Level V students performing at the *Advanced* level should be able to utilize popular media to obtain information. They can follow schedules or recipes with at least 5 steps. The student can write short notes or messages. They can accurately respond to questions about their personal identification. They can communicate complex descriptions of events.
Proficient	Level V students performing at the *Proficient* level should be able to obtain basic information from media sources typically used in the community. They can follow a schedule or recipe with at least 4 steps. The student is able to communicate basic information using printed words or symbols. They are able to communicate at least 4 pieces of personal identification data to others. They can relay a message or describe an event in the correct sequence.
Basic	Level V students performing at the *Basic* level should be able show where to find information in a media source. They can follow a schedule with at least 3 steps. They can read functional signs or symbols typically found on a school campus and in the community. They are able to respond to messages from print or non-print media. They can produce simple words or symbols to communicate ideas.
Below Basic	Level V students performing at the *Below Basic* level should be able to identify their own name and a reading vocabulary of at least 10 words or functional signs or symbols. They are able to follow a schedule with at least two steps. They are able to respond to questions about personal experiences. They can communicate information in a sequence of what comes first, then next.
Far Below Basic	Level V students performing at the *Far Below Basic* level should demonstrate awareness that print or symbols convey meaning. They are able to communicate their preferences in their primary mode of communication. They can recognize their own name and 2-3 printed words or symbols. They communicate in single words and short phrases.

Level I - Math

Advanced	Level I students performing at the *Advanced* level should demonstrate number concepts such as identifying more of a quantity, indicating one or two more, and rote counting to 5. They demonstrate early algebraic concepts such as matching and sorting objects by a single attribute. They are able to identify tools that measure time (calendar, clock). They demonstrate an understanding of such concepts of time as morning, afternoon, and evening.
Proficient	Level I students performing at the *Proficient* level should demonstrate beginning number sense concepts, such as "more," counting to 3, and indicating a quantity of "1". They demonstrate early algebraic concepts by matching objects by a single attribute. With a verbal/gestural 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	Level I students performing at the *Basic* level inconsistently demonstrate number sense concepts, such as communicating the number word "more," rote counting, and indicating a quantity of "1". With a modeled prompt, they are able to identify when (day, night) activities typically occur and identify tools (calendar, clock) that measure time. They are able to demonstrate early algebraic concepts by matching objects by a single attribute.
Below Basic	Level I students performing at the *Below Basic* level should attempt to demonstrate number sense concepts, such as rote counting and indicating a quantity of "1", and identifying which set has more but are often inaccurate. They attempt to match objects but are often inaccurate. They may attempt to identify when (day, night) activities typically occur and identify tools (calendar, clock) that measure time but are often inaccurate.
Far Below Basic	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, sorting, and matching objects, identifying tools that measure time and identifying the concept of "more".

Level II - Math

Advanced	Level II students performing at the *Advanced* level should demonstrate number sense by sequencing numerals to 10. They demonstrate quantitative concepts up to 10. They demonstrate early algebraic concepts such as sorting by two attributes. They demonstrate concepts of measurement and geometry such as day and night and recognition of coins. They are able to demonstrate early concepts of probability by extending a (ABAB) pattern.
Proficient	Level II students performing at the *Proficient* level should demonstrate number concepts such as identifying more of a quantity, indicating one or two more, and ordering numerals up to 5. They can demonstrate quantitative concepts up to 5. They demonstrate early algebraic concepts such as classifying objects by category, matching and sorting objects by a single attribute. They can demonstrate concepts of measurement and geometry by identifying tools (calendars and clocks) that measure time. They can demonstrate early concepts of probability by matching a simple (ABAB) pattern.
Basic	Level II students performing at the *Basic* level inconsistently demonstrate number sense by indicating one more, ordering numerals up to 2, and demonstrating quantitative concepts up to 2. They should be able to demonstrate early algebraic concepts by matching by a single attribute and inconsistently classify objects by category. They inconsistently demonstrate early concepts of probability by identifying "same". They can demonstrate concepts of measurement and geometry by identifying some tools that measure time but does not generalize to non-familiar tools.
Below Basic (	Level II students performing at the *Below Basic* level should inconsistently demonstrate beginning number sense concepts, such as indicating a quantity of "1". They demonstrate early algebraic concepts by inconsistently matching objects by a single attribute. They demonstrate concepts of measurement by identifying some tools that measure time without generalizing to non-familiar tools. They demonstrate early concepts of probability by identifying "same".
Far Below Basic	Level II students performing at the *Far Below Basic* level should attempt to demonstrate number sense concepts, such as rote counting and indicating a quantity of "1", and identifying which set has more but are often inaccurate. They attempt to match objects but are often inaccurate. They may attempt to identify when (day, night) activities typically occur and identify tools (calendar, clock) that measure time but are often inaccurate.

Level III – Math

Advanced	Level III students performing at the *Advanced* level should be able to 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 give numbers one before and one after. They can exclude from a set the object that does not belong. 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	Level III students performing at the *Proficient* level should be able to sequence numerals to 15 and quantitative concepts up to 15. They can understand concepts of "more" up to 10, or concepts of 1-2 "less". They inconsistently exclude from a set object that does not belong. They can match coins or bills. They can match an (ABCABC) pattern.
Basic	Level III students performing at the *Basic* level should be able to sequence numerals to 10 and 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	Level III students performing at the *Below Basic* level should be able to identify more of a quantity, and ordering 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	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 measures time but are not always accurate.

Level IV – Math

Advanced	Level IV students performing at the *Advanced* level should demonstrate concepts of number sense such as numerical sequence to 100. They are able to give a correct dollar amount when making a purchase. They can demonstrate early algebraic concepts by sorting objects into like groups and indicating a reason why an object does not belong in a group. They can perform basic problem solving requiring addition and/or subtraction for practical use with at least 90% accuracy. They can indicate the current time and date.
Proficient	Level IV students performing at the *Proficient* level should be able to demonstrate concepts of number sense such as numerical sequence to 30. They are able to give the correct coins for such life skill tasks as making a vending machine purchase or paying a bus fare. They can locate a particular date on a calendar and be able to tell the day of the week. They can demonstrate early algebraic concepts by sorting objects into like groups. They can do basic problem solving requiring addition and/or subtraction at least to 10 for practical use, but are not always accurate. They can match activities to the time of day. They can tell time to the hour and half-hour.
Basic	Level IV students performing at the *Basic* level should demonstrate number sense concepts such as sorting by ones and tens and sequencing numerals to 20. They can demonstrate early algebraic concepts such as sorting by two attributes. They can match activities to the time of day (morning, noon, night). They are able to demonstrate an understanding of time as it relates to the days of the week, yesterday, today, and tomorrow. They demonstrate early concepts of probability by matching or extending an (ABCABC) pattern correctly.
Below Basic	Level IV students performing at the *Below Basic* level should be able to demonstrate number concepts such as identifying more or less of a quantity, indicating one or two more, and ordering numerals up to 10. They demonstrate early algebraic concepts such as classifying objects by category, matching and sorting objects by a single attribute. They can identify tools (calendars and clocks) that measure time. Students demonstrate early concepts of probability by matching or extending a simple (ABAB) pattern correctly.
Far Below Basic	Level IV students performing at the *Far Below Basic* level inconsistently demonstrate number concepts such as identifying more or less of a quantity, indicating one or two more, and ordering numerals up to 10. They demonstrate early algebraic concepts such as matching and sorting objects by a single attribute, but do not consistently classify objects by category. They can identify some tools that measure time but do not generalize to non-familiar tools.

Level V – Math

Advanced	Level V students performing at the *Advanced* level should be able to demonstrate concepts of number sense such as numerical sequence over 100. They can give correct dollar and cents when making a purchase. They are able to solve basic word problems (applicable to real life situations) requiring up to 2-digit addition and subtraction. They can tell time to the minute.
Proficient	Level V students performing at the *Proficient* level demonstrate concepts of number sense such as numerical sequence to 100. They are able to give a correct dollar amount when making a purchase. They can demonstrate early algebraic concepts by sorting objects into like groups and indicating a reason why an object does not belong in a group. They can perform basic problem solving requiring single-digit addition and/or subtraction for practical use. They can indicate the current time to the quarter hour and date including and understanding yesterday, today, and tomorrow.
Basic	Level V students performing at the *Basic* level should be able to demonstrate concepts of number sense such as numerical sequence to 30. They are able to give the correct coins when making a vending machine purchase or paying a bus fare. They can locate a particular date on a calendar and be able to tell the day of the week. They can demonstrate early algebraic concepts by sorting objects into like groups. They can do some basic problem solving requiring addition and/or subtraction for practical use, but are not always accurate. They can tell time to the hour and half-hour.
Below Basic	Level V students performing at the *Below Basic* level should demonstrate number sense concepts such as sorting by fives and tens and sequencing numerals to 20. They can demonstrate early algebraic concepts such as sorting by two attributes. They can match activities to the time of day (morning, noon, night). They are able to demonstrate an understanding of time as it relates to the days of the week. They can identify bills up to $10.
Far Below Basic	Level V students performing at the *Far Below Basic* level should be able to demonstrate number concepts such as identifying more or less of a quantity, indicating one or two more, and ordering numerals up to 10. They demonstrate early algebraic concepts such as classifying objects by category, matching and sorting objects by a single attribute. They can identify tools (calendars and clocks) that measure time.

Table 1

Proposed Performance Standards (Levels) for English-Language Arts and Mathematics

(California Alternate Performance Assessment (CAPA) Level 1, Grades 2-11)

CAPA Level 01 English Language Arts

CAPA Level	Performance Level	Pct of Students	Num of Point	Pct of Points
01	Far Below Basic	12%	< 9	
	Below Basic	7%	9	22%
	Basic	9%	14	35%
	Proficient	27%	20	50%
	Advanced	45%	31	78%
	Total Possible Points		40	

CAPA Level 01 Mathematics

CAPA Level	Performance Level	Pct of Students	Num of Point	Pct of Points
01	Far Below Basic	20%	< 6	
	Below Basic	24%	6	15%
	Basic	17%	17	42%
	Proficient	27%	24	60%
	Advanced	13%	34	85%
	Total Possible Points		40	

Pct of Students: Percent of students scoring within this performance standard (level).

Num of Points: Minimum number of points needed to achieve this performance standard (level).

Pct of Points: Minimum percent of total possible points needed to achieve this performance standard (level).

Table 2

Proposed Performance Standards (Levels) for English-Language Arts

(California Alternate Performance Assessment (CAPA) Levels 2-5, Grades 2-11)

CAPA Level	Performance Level	Pct of Students	Num of Points	Pct of Points
02	Far Below Basic	4%	< 7	
	Below Basic	10%	7	22%
	Basic	25%	13	41%
	Proficient	35%	20	62%
	Advanced	27%	27	84%
	Total Possible Points		32	
03	Far Below Basic	6%	< 9	
	Below Basic	18%	9	28%
	Basic	22%	16	50%
	Proficient	25%	22	69%
	Advanced	30%	28	88%
	Total Possible Points		32	
04	Far Below Basic	15%	< 13	
	Below Basic	17%	13	41%
	Basic	17%	18	56%
	Proficient	21%	23	72%
	Advanced	30%	28	88%
	Total Possible Points		32	
05	Far Below Basic	14%	< 15	
	Below Basic	14%	15	47%
	Basic	14%	20	62%
	Proficient	21%	25	78%
	Advanced	36%	29	91%
	Total Possible Points		32	

Pct of Students: Percent of students scoring within this performance standard (level).

Num of Points: Minimum number of points needed to achieve this performance standard (level).

Pct of Points: Minimum percent of total possible points needed to achieve this performance standard (level).

Prepared by: CDE, SED, AES on: 6/30/2003

Table 3

Proposed Performance Standards (Levels) for Mathematics

(California Alternate Performance Assessment (CAPA) Levels 2-5, Grades 2-11)

CAPA Level	Performance Level	Pct of Students	Num of Points	Pct of Points
02	Far Below Basic	3%	< 9	
	Below Basic	5%	9	28%
	Basic	23%	14	44%
	Proficient	36%	21	66%
	Advanced	33%	27	84%
	Total Possible Points		32	
03	Far Below Basic	3%	< 9	
	Below Basic	9%	9	28%
	Basic	20%	15	47%
	Proficient	39%	21	66%
	Advanced	29%	28	88%
	Total Possible Points		32	
04	Far Below Basic	19%	< 15	
	Below Basic	16%	15	47%
	Basic	27%	19	59%
	Proficient	19%	24	75%
	Advanced	19%	28	88%
	Total Possible Points		32	
05	Far Below Basic	15%	< 16	
	Below Basic	15%	16	50%
	Basic	23%	20	62%
	Proficient	22%	25	78%
	Advanced	24%	29	91%
	Total Possible Points		32	

Pct of Students: Percent of students scoring within this performance standard (level).

Num of Points: Minimum number of points needed to achieve this performance standard (level).

Pct of Points: Minimum percent of total possible points needed to achieve this performance standard (level).