



DAIM NTAWV TAW QHIA TXOG KOJ TUS MENYUAM COV KEV KAWM

CALIFORNIA LUB CAJ MEEM FAI SAIB XYUAS KEV KAWM NTAWV

Daim ntawv taw qhia no yuav pab koj caum koj tus menyuam daim ntawv qhia txog kev kawm thiab cov tswv yim pom zoo uas muaj. Muaj tej seem hauv koj tus menyuam daim ntawv qhia txog kev kawm yog txhais raws raws lus thiab lwm seem yog txhais dav dav.

1 Daim Ntawv Pib Piv Qhia

Nyob zoo txog Niam Txiv/Tus Saib Xyuas,

Txhua xyoo, Qhov Kev Pab STAR ntsuam xyuas koj tus menyuam qhov kev nce qib ntawm qhov uas raws cuag California Cov Qauv Ntawm Cov Ntsiab Lus (Content Standards). Koj tus menyuam koom hauv Qhov Kev Pab STAR uas ua Californiam Qhov Kev Soj Ntsuam Txog Lwm Qhov Kev Ua (California Alternate Performance Assessment (CAPA)). CAPA ntsuas koj tus menyuam qhov kev nkag siab txog cov nyob hauv California Cov Qauv Ntawm Cov Ntsiab Lus uas qhia tau txog cov kev txawj uas tseem ceeb heev.

Daim ntawv qhia no yog ib qhov kev qhia txog seb koj tus menyuam kawm tau dab tsi. Koj tus menyuam Tsab Ntawv Teeb Kev Kawm Ntawm Tus Kheej (Individualized Education Program (IEP)) yuav qhia tau ntau dua txog koj tus menyuam cov kev txawj thiab kev paub.

2 Koj tus menyuam cov moj kab sim (information)

Ntawm no koj yuav pom: koj tus menyuam tus zauv cim menyuam kawm ntawv, hnuv yug, qib kawm ntawv, qib hauv CAPA, hnuv tshau, lub tsev kawm ntawv, thiab cheeb tsam. Yog tias muaj, koj qhov chaw nyob muaj nyob rau ntawm no thiab.

3 Koj tus menyuam qhov kev kawm tau (results) ntawm CAPA Koj tus menyuam cov paj xyeem thiab cov seem uas ua tau

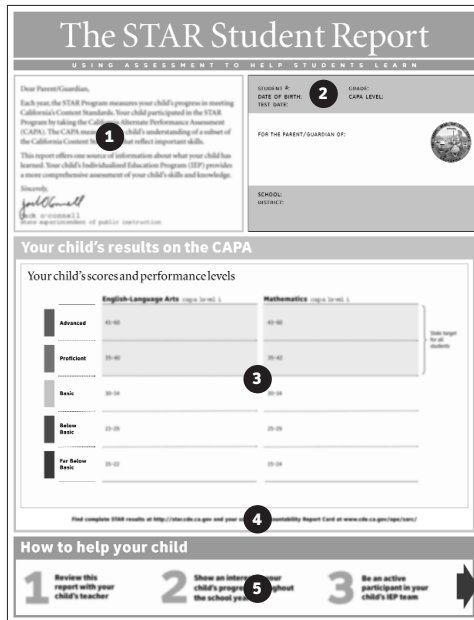
Xyuas tau seb koj tus menyuam ua tau zoo li cas ntawm CAPA uas xyuas txoj kab dub uas khiav sauv rau hauv uas nyob hauv qab ntawm cov kev kawm. Tus zauv saum toj ntawm txhua txoj kab yog koj tus menyuam qhov paj xyeem uas tau ntawm qhov kev tshau. Cov thawv uas muaj yeeb yuj (color) nyob rau sab laug ntawm cov ntawv uas nyob hauv qab ntawm txhua txoj kab dub qhia txog koj tus menyuam cov seem uas ua tau rau txhua cov kev kawm. Muaj tsib seem uas ua tau: Tau Siab, Siv tau, Yooj Yim, Qis Dua Qhov Yooj Yim, thiab Qis Tshaj Qhov Uas Yooj Yim. Yog tias koj tus menyuam tshau rau Cov Dig Muag, yeej muaj lus cim txog qhov no.

4 Koj siv tau cov web addresses los xyuas cov kev kawm tau hauv STAR (<http://star.cde.ca.gov>) thiab koj tus menyuam lub tsev kawm ntawv Daim Ntawv Qhia Txog Kev Thaj Tsob (Accountability Report Card) (www.cde.ca.gov/ta/ac/sa). Koj thov tau Lub Tsev Kawm Ntawv Daim Ntawv Qhia Txog Kev Thaj Tsob (SARC) ua qauv tom koj tus menyuam lub tsev kawm ntawv.

5 Yuav pab koj tus menyuam li cas

Seem no qhia ib co kev uas koj yuav pab tau koj tus menyuam hauv tsev kawm ntawv. Cov no muaj li nram no:

- 1 Soj ntsuam daim ntawv qhia no nrog koj tus menyuam tus kws qhia ntawv.
- 2 Ua li qhov muaj siab txog koj tus menyuam kev nce qib tas mus li lub caij kawm ntawv.
- 3 Ua ib tug neeg muaj siab koom hauv koj tus menyuam pawg IEP.



6 Ntxiv txog koj tus menyuam qhov kev ua tau (results) ntawm cov kev tshau Ntxiv txog cov seem hauv CAPA

Seem no qhia moj kab sim (information) ntxiv txog koj tus menyuam qhov kev ua tau (result) ntawm cov kev tshau uas qhia txog cov seem hauv CAPA. Daim cuam khoov nyob rau sab laug qhia tias CAPA yog cov teeb tsa cov kev tsib seem soj ntsuam. Feem ntau cov menyuam kawm ntawv uas tsim nyog rau CAPA tshau raws li lawv qib kawm ntawv, tiam sis ib co menyuam kawm ntawv uas muaj tej yam kev ua tsis taus (disabilities) uas nyuaj rau kev tshau Seem I. Qhov seem tshau ntawv tsis muaj dab tsi txog qhov peev xwm rau tej cheeb tсам kev kawm. Lus Mis Kas thiab Zauv yeej muab tshau rau tib seem kev soj ntsuam.

Qhov website hauv lub thawv (www.cde.ca.gov/sp/se/sr/capa.asp) muaj moj kab sim (information) ntxiv txog Qhov Kev Pab CAPA.

7 Ntxiv txog cov qauv ua

Lub thawv no qhia txog tsib tug qauv ua rau koj tus menyuam Seem hauv CAPA hais txog Lus Mis Kas (hauv lub thawv nyob rau sab laug) thiab Zauv (lub thawv nyob rau sab xis). Txawm tias koj tus menyuam ua tau cov dej num uas qhia hauv txhua nqe, tus qauv ua yog raws seb koj tus menyuam ua tau li cas rau qhov kev tshau no. Nrog koj tus menyuam tus kws qhia ntawv tham kom paub ntau dua txog koj tus menyuam qhov kev nce qib.

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 level of the test that corresponds with their current school grade, but some students take the level's assessment, decided that your child should take the level's assessment.

For more information about the CAPA Program, ask your school or go to www.cde.ca.gov/sp/branch/test/capa/programdetails

Level I is for profoundly disabled students and includes students with I-13.

More about the performance standards in English-Language Arts

The following paragraphs describe the five English Language Arts performance standards for CAPA Level I. While your child may be able to complete tasks described in each paragraph below, your child's performance is reported to be based on how your child scored on this particular task. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced (Scale Scores 48-60)
Level I students performing in Advanced should demonstrate beginning awareness that print or symbols convey meaning. They consistently communicate basic needs such as hunger, tired, and physical discomfort through their primary mode of communication. They are able to obtain help when needed.

Proficient (Scale Scores 35-45)
Level I students performing in Proficient should consistently communicate basic needs such as hunger, tired, 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 in Basic communicate basic needs inconsistently 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 brand choice or after a modeled prompt. They indicate a preference for objects or activities.

Below Basic (Scale Scores 0-19)
Level I students performing in Below Basic communicate when a basic need is not met but do not effectively use vocal cues. 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 (Scale Scores 0-19)
Level I students performing in Far Below Basic sometimes orient toward or interact with tasks. They occasionally use individual means of communication that may include but are not limited to crying, vocalizations, purposeful movement, or body posturing.

More about the performance standards in Mathematics

The following paragraphs describe the five Mathematics performance standards for CAPA Level I. While your child may be able to complete tasks described in each paragraph below, your child's performance is reported to be based on how your child scored on this particular task. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced (Scale Scores 43-60)
Level I students performing in Advanced should demonstrate number concepts, such as identifying more of a quantity, indicating one or two more, and counting to 5. They demonstrate early operations 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 concepts of time such as morning, afternoon, and evening.

Proficient (Scale Scores 35-45)
Level I students performing in Proficient should demonstrate beginning number sense concepts, such as "more", counting to 3, and identifying a quantity of "1". They demonstrate early algebraic concepts by matching objects by a single attribute 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 in Basic inconsistently demonstrate number sense concepts, such as understanding the number word "more", rote counting, and indicating a quantity of "1" with a modeled prompt. They are able to identify when they might activities typically occur and identify tools (calendar, clock) that measure time.

Below Basic (Scale Scores 0-19)
Level I students performing in Below Basic should attempt to demonstrate number sense concepts, such as 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 they might activities typically occur and identify tools (calendar, clock) that measure time but are often inaccurate.

Far Below Basic (Scale Scores 0-19)
Level I students performing in Far Below Basic sometimes tolerate activities prompting to orient toward stimulus materials (such as pictures used for counting, sorting, and matching objects, identifying tools that measure time and displaying the concept of "more").

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