



TSAB NTAWV QHIA TXOG MENYUAM DAIM NTAWV XEEM STAR

XEEV CALIFORNIA DEPARTMENT OF EDUCATION

Daim ntawv no pab koj nkag siab koj tus menyuam daim ntawv xeeb thiab cov lus cob qhia. Muaj tej qhaub lus hauv daim ntawv xeeb yeej muab txhais ib lo zuj zus, muaj tej qhaub yuav txhais lub tseem ntsiab lus xwb.

1 Nthuav Lus Qhia

Hawm txog Niam Txiv/Tus Saib Xyuas,

Txhua txhua xyoo, lub Plhau-nkas STAR muab ntawv rau koj tus menyuam xeeb seb nws puas xeeb dhau California cov Qauv Paub Ntawv (Content Standards). Xyoo no koj tus menyuam tau koom tes nrog Plhaus-nkas STAR thiab xeeb daim ntawv hu ua California Alternative Performance Assessment (CAPA). Daim ntawv xeeb CAPA tsuas koj tus menyuam txoj kev txawj cov tswv yim hauv California cov Qauv Paub Ntawv es qhia txog cov txuj tseem ceeb.

Daim ntawv no tsuas yog ib yam ntawm ntau yam es qhia txog tias koj tus menyuam kawm txawj dabtsi lawm. Koj tus menyuam qhov plhau-nkas hu ua Individualized Education Program (IEP) yuav piav ntxaws dua txog tias nws txawj thiab paub dabtsi lawm.

2 Lus qhia txog koj tus menyuam

Ntawm no koj yuav pom: koj tus menyuam tus naj npawb kawm ntawv, hnuv yug, qib CAPA, hnuv xeeb, tsev ntawv, thiab lub district. Yog tias muaj, kuj yuav pom koj qhov chaw nyob thiab.

3 Koj tus menyuam cov qhab-nees thiab qib xeeb ncav

Cov kab ua tej yag es zas dub dub qhia koj saib seb koj tus menyuam xeeb tau siab li cas rau cov kev kawm hauv daim CAPA. Tus lej es sau rau saum toj cov kab yog koj tus menyuam qhov qhab-nees. Cov kab ua tej yam nyob phab laug es zas ua xim thiab cov ntawv saum hauv qab cov kab dub qhia tias koj tus menyuam xeeb ncav qib twg rau tej yam twg. Muaj tsib qib: Qib siab (Advanced), Qib paub txaus (Proficient), Qib paub (Basic), thiab tsis paub zoo (Below Basic), thiab Qib poob qis (Far Below Basic).

4 Koj siv tau cov vev-xaij chaw nyob no mus saib tas nrho cov qhab-nees STAR (<http://star.cde.ca.gov>) thiab koj lub tsev kawm ntawv Tsab Ntawv Pov Thawj Qhia Txog Tsev Kawm Ntawv (Accountability Report Card) (www.cde.ca.gov/ta/ac/sa). Koj mus thov ib daim qauv Ntawv Pov Thawj (School Accountability Report -SARC) tim koj tus menyuam lub tsev kawm ntawv los tau thiab.

5 Kuv yuav siv STAR Plhaus-nkas cov qhab-nees li cas?

Cov qhaub lus nyob no piav txog thiab pab tswv yim tias koj yuav ua li cas thiaj li pab kuaj nraim tau koj tus menyuam txoj kev kawm, kev xeeb ntawv hauv hoob, thiab kev ua hoos-vawj thiab nws cov qhab-nees. Koj siv tau cov tswv yim no mus nrog koj tus menyuam tus xib fwb qhia ntawv tham txog kev yuav ua cas thiaj pab tau koj tus menyuam kawm ntawv zoo.

The STAR Student Report form includes the following sections and annotations:

- 1**: Points to the CAPA score level (e.g., Proficient) in the results section.
- 2**: Points to the 'FOR THE PARENT/GUARDIAN' section.
- 3**: Points to the 'Your child's scores and performance levels' bar chart.
- 4**: Points to the 'How should I use these STAR Program results?' section.
- 5**: Points to the explanatory text at the bottom of the report.

6 Lus qhia ntxiv txog cov qib CAPA

Phab no piav ntxiv txog koj tus menyuam cov qhab-nees thiab cov qib xeem tau hauv CAPA. Rooj ntawv nyob rau sab laug qhia tias CAPA tau muab faib ua tsib qib. Feem ntau cov menyuam es muaj feem xeem CAPA yeej xeem qib es thwj rau lawv qib kawm ntawv, tab sis cov menyuam es muaj tej yam kev xiam oo qhab lawv yuav raug xeem qib ib xwb. Cov qib es xeem nws tsis thoog li menyuam txoj kev txawj cov tswv yim hauv tej pawg tswv yim. Cov ntawv xeem Ntawv Askiv thiab Lej puas leej yog cov nyob ua ke koom ib qib xwb.

Daim vev-xaij hauv lub npov no
(www.cde.ca.gov/sp/se/sr/capa.asp)
muaj ntawv qhia ntxiv txog lub plhaus-nkas CAPA.

7 Lwm yam qhia ntxiv txog cov qauv xeem ntawv

Lub npov no sau piav qhia txog tsib qib nyob rau hauv kev xeem Ntawv Askiv (saib lub npov sab laug) thiab kev xeem Lej (saib lub npov sab xis) es koj tus menyuam xeem hauv daim CAPA. Tej zaum mas koj tus menyuam yeej txawj ua li cov lus hais hauv cov qhab lus no, tab sis cov qhab-nees yog cov qhia tias nws xeem tau txawj txog siab li cas. Nrog koj tus menyuam tus xib fwb tham kom paub meej dua ntxiv txog koj tus menyuam cov kev kawm thiab kev txawj.

More about your child's test results

More about CAPA levels

CAPA	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 students with complex and profound disabilities take the Level I assessment. This 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/sp/se/sr/capa/parentinfo.asp

1 Level I is for profoundly disabled students and excludes students in grades 2-11.

More about the performance levels in English-Language Arts

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

Advanced (Scale Scores 40-60)
Level I students performing at Advanced 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 25-40)
Level I students performing at Proficient 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 20-24)
Level I students performing at 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 forced choice or after a modeled prompt.

Below Basic (Scale Scores 20-28)
Level I students performing at Below Basic 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 (Scale Scores 15-20)
Level I students performing at Far Below Basic 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.

More about the performance levels in Mathematics

The following paragraphs describe the five Mathematics performance standards for CAPA Level I. Unless your child may be able to complete tasks described in each paragraph below, your child's performance standard is based on how your child scored 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 I students performing at Advanced should demonstrate number concepts, such as identifying more of a quantity, indicating one or two more, and 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 (analogic 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 Proficient should demonstrate beginning number sense concepts, such as "more," counting to 3, and identifying a quantity of 1's. 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 (analogic clock) that measures time.

Basic (Scale Scores 30-34)
Level I students performing at Basic inconsistently demonstrate number sense concepts, such as communicating the number word "more," rote counting, and indicating a quantity of 1's. With a modeled prompt, they are able to identify when day, night activities typically occur and identify tools (analogic clock) that measure time.

Below Basic (Scale Scores 25-29)
Level I students performing at Below Basic should attempt to demonstrate number sense concepts, such as counting and indicating a quantity of 1's, 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 (analogic clock) that measure time but are often inaccurate.

Far Below Basic (Scale Scores 15-24)
Level I students performing at Far Below Basic sometimes tolerate extensive prompting to orient toward stimuli, materials and/or pictures used for counting, writing, and matching objects, identifying tools that measure time and identifying the concept of "more."

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