



STAR 學生報告指南

加州教育署

本指南幫助您理解子女的報告及提供的建議。您子女報告的某些部分是逐字逐句翻譯的，而其他部分則翻譯得比較概略。

1 引言

尊敬的家長/監護人：

每年，STAR計劃都會衡量您的子女在達到加州學習內容標準方面所取得的進步。您的子女通過接受加州替代性成績評估(CAPA)參加STAR計劃。CAPA衡量您的子女對加州學習內容標準中一部分內容的瞭解；此標準包括一些重要的技能。

本報告是有關您子女所學內容的報告。您子女的“個性化教育計劃”(IEP)為其技能和知識作出更為全面的評估。

2 您子女的資訊

該部分提供以下資訊：您子女的學生號碼、出生日期、年級、CAPA級別、測試日期，學校和學區。如有您的郵寄地址，該部分也將顯示。

3 您子女的分數及成績級別

每個科目標題下面的黑色豎條是您子女的CAPA成績。每個豎條頂端的數字是您子女的具體測試分數。每個黑色豎條左邊的彩色框和底部的文字是您子女在每門科目中的成績級別。成績分為五級：高級、熟練、初級、初級以下、遠低於初級。

4 您可通過一些網址獲得完整的STAR成績 (<http://star.cde.ca.gov>) 和您學校的責任報告卡 (www.cde.ca.gov/ta/ac/sa)。您還可以向您子女的學校索要一份學校責任報告卡(SARC)。

5 如何利用STAR計劃的這些成績？

該部分為您提供監督您子女教育進步的其他方法，包括課堂測試和分級。可利用所有這些資訊與您子女的老師談論有關您子女需要特別改進的地方。

The STAR Student Report

USING ASSESSMENT TO HELP STUDENTS LEARN

Dear Parent/Guardian,

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,

Judith Weir
JUDITH WEIR, SUPERINTENDENT
 CALIFORNIA DEPARTMENT OF PUBLIC INSTRUCTION

STUDENT # _____ GRADE _____
 DATE OF BIRTH _____ CAPA LEVEL _____
 TEST DATE _____

FOR THE PARENT/GUARDIAN

SCHOOL _____
 DISTRICT _____

Your child's results on the CAPA

Your child's scores and performance levels

English-Language Arts - CAPA LEVEL 1	Mathematics - CAPA LEVEL 1
<p>Advanced 31-40</p> <p>Proficient 21-30</p> <p>Basic 11-20</p> <p>Below Basic 1-10</p> <p>Far Below Basic 0-10</p>	<p>Advanced 31-40</p> <p>Proficient 21-30</p> <p>Basic 11-20</p> <p>Below Basic 1-10</p> <p>Far Below Basic 0-10</p>

For all test scores, click on the link to the right to view the full report.
[Click here to view the full report.](#)

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How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best education. If your child is not performing at the level you would like, the results can help guide a conversation with your child's teacher to help focus on specific areas for improvement.

6 更多有關CAPA級別的資訊

該部分通過解釋CAPA級別，為您提供更多有關您子女測試成績的資訊。左邊的表格顯示CAPA分為五個評估級別。具有CAPA資格的大多數學生參加與其所在年級相應級別的評估，但一些身患綜合性和全面性殘障的學生參加第一級別的評估。指定的評估級別與個人在特定內容領域的能力無關。英語能力和數學一般為同一評估級別。

此框內的網址 (www.cde.ca.gov/sp/se/sr/capa.asp) 為您提供更多有關CAPA計劃的資訊。

7 更多有關成績標準的資訊

此框提供五種成績級別說明，描述您子女的英語能力（左框）及數學（右框）的CAPA級別。儘管您的子女能夠完成每段所述的任務，但此處的成績級別只是根據您子女在這次測試中的得分。請與您子女的老師交談，從而對您子女的進步有一個更為全面的瞭解。

More about your child's test results

CAPA	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 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-program.asp.

More about the performance levels 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 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 35-40)
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 30-34)
Level I students performing at Basic communicate basic needs inconsistently and may require extensive prompts. They orient toward a speaker and have been 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 (Scale Scores 25-29)
Level I students performing in Below Basic communicate when a basic need is not met but do not differentiate one need from another. They sometimes orient toward a speaker when being given a prompt. They attempt to comply with requests to identify common objects, but are often not accurate.

Far Below Basic (Scale Scores 15-25)
Level I students performing in Far Below Basic sometimes orient toward and 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. While 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 (calendar, clock). They demonstrate an understanding of concepts of time such as morning, afternoon, and evening.

Proficient (Scale Scores 38-42)
Level I students performing at Proficient should demonstrate emerging 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 (calendar, clock) that measure 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 (calendar, clock) that measure time.

Below Basic (Scale Scores 25-29)
Level I students performing in 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 (calendar, clock) that measure time but are often inaccurate.

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