



TSAB NTAWV QHIA TXOG KOJ TUS MENYUAM DAIM NTAWV XEEM STAR CALIFORNIA LWM TXOJ KEV SOJ NTSUAM TXOG KEV PAUB NTAWV

XEEV CALIFORNIA DEPARTMENT OF EDUCATION

Daim ntawv no pab kom koj nkag siab txog koj tus menyuam daim ntawv xeem thiab cov lus cob qhia. Muaj tej seem hauv daim ntawv qhia txog koj tus menyuam kev xeem mas txhais ib lo zuj zus hos muaj tej seem mas txhais dav dav rau txhua tus.

1 Lus qhia txog koj tus menyuam

Ntawm no koj yuav pom: koj tus menyuam tus naj npawb kawm ntawv, hnuv yug, qib kawm, hnuv xeem, lub tsev kawm ntawv, thiab cheeb tsam. Yog hais tias muaj, kuj yuav pom koj qhov chaw nyob thiab.

2 Tsab Ntawv Nthuav Lus los ntawm Xeev Tus Thawj Saib Xyuas Txog Kev Kawm Ntawv Dawb Rau Pej Xeem
Hawm txog Niam Txiv/Tus Saib Xyuas,

Txhua xyoo, California Cov Qauv Xeev Ntawv thiab Qhia Txog Qhov Kev Xeev Ntawv (California's Standardized Testing and Reporting (STAR) Program) mas ntsuas seb koj tus menyuam puas xeem dhau California Cov Qauv Paub Ntawv (California Content Standards) uas qhia txog seb txhua tus menyuam kawm ntawv yuav tsum tau paub thiab ua tau dab tsi hauv ib qib kawm twg. Koj tus menyuam tau koom tes nrog rau hauv qhov Kev Pab Cuam STAR los ntawm qhov kev xeem California Lwm Txoj Kev Soj Ntsuam Txog Kev Paub Ntawv (California Alternate Performance Assessment [CAPA]). Daim ntawv xeem CAPA mas ntsuas txog koj tus menyuam txoj kev txawj hauv California tej co qauv paub ntawv uas xauv.

Daim ntawv qhia no qhia txog koj tus menyuam cov qhab nees uas nws tau thaum xeem cov kev xeem hauv CAPA. Kuv txhawb kom koj nrog koj tus menyuam thiab koj tus menyuam tus kws qhia ntawv tham txog cov qhab nees no. Dua li ntawm qhov uas muab cov lus qhia tseem ceeb txog koj tus menyuam qhov kev kawm ntawv tau zoo thiab tsis tau zoo, cov qhab nees tseem pab kom pab nkag siab txog seb peb cov tsev kawm ntawv ua tau zoo npaum li cas thiab seb peb yuav ua kom zoo tshaj ntxiv li cas hauv qhov tseem ceeb tshaj ntawm peb txoj hauj lwm – uas yog npaj cov menyuam kawm ntawv kom muaj kev vam meej hauv tsev kawm ntawv thiab dhau tov.

3 Koj tus menyuam cov qhab nees thiab cov qib them seb ua tau zoo npaum li cas

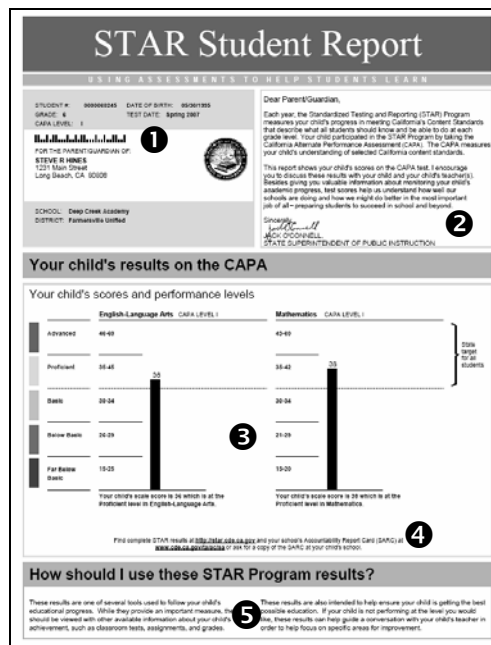
Saib cov kab ua tej ya dub dub uas khiav ntsug hauv qab ntawm ib qho kev kawm twg uas yuav qhia rau koj seb koj tus menyuam xeem tau siab npaum li cas hauv CAPA. Tus lej uas sau rau saum toj ntawm cov kab yog koj tus menyuam qhov qhab nees. Cov thawv uas muaj kob nyob rau sab laug thiab cov ntawv hauv qab ntawm txhua txoj kab mas qhia txog seb koj tus menyuam xeem tau zoo npaum li cas hauv txhua qhov kev kawm. Muaj tsib qib: Qib siab (Advanced), Qib paub txaus (Proficient), Qib paub (Basic), Qib tsis paub zoo (Below Basic), thiab Qib poob qis (Far Below Basic).

4 Koj yuav siv tau cov chaw nyob hauv Web no mus saib tag nrho STAR cov qhab nees

(<http://star.cde.ca.gov>) thiab koj lub tsev kawm ntawv Tsab Ntawv Pov Thawj Qhia Txog Tsev Kawm Ntawv (Accountability Report Card) (<http://www.cde.ca.gov/ta/ac/sa/>). Koj tseem mus thov tau ib daim qauv ntawm Tsab Ntawv Pov Thawj Qhia Txog Tsev Kawm Ntawv (School Accountability Report Card (SARC)) tom koj tus menyuam lub tsev kawm ntawv los tau thiab.

5 Kuv yuav siv Qhov Kev Pab Cuam STAR cov qhab nees li cas?

Seem no muab tswv yim txog lwm cov kev los saib xyuas koj tus menyuam txoj kev kawm ntawv, los ntawm cov xeem hauv chav kawm, cov ntawv nqa los ua tom tsev, thiab cov qhab nees. Koj siv tau cov tswv yim no mus nrog koj tus menyuam tus kws qhia ntawv tham txog kev yuav ua li cas thiaj li pab tau koj tus menyuam kom kawm ntawv tau zoo.



6 Lus qhia ntxiv txog cov qib CAPA

Seem no muaj cov lus qhia ntxiv hais txog koj tus menyuam cov qhab nees los ntawm kev qhia txog cov qib xeeb hauv CAPA. Rooj ntawv nyob rau sab laug qhia tias CAPA tau muab ua tsib qhib. Feem ntau cov menyuam uas muaj feem xeeb CAPA yeej xeeb qib uas thwj rau nws qib kawm tom tsev kawm ntawv, tiam sis ib co menyuam kawm ntawv uas muaj kev xiam oob qhab yuav ragu xeeb Qib Ib xwb. cov qib xeeb nws tsis thooj li tus menyuam txoj kev txawj hauv tej qib kawm twg. Cov ntawv xeeb Lus Asnkiv thiab Lej mas yeej yog cov nyob ua ke koom ib qib xwb.

Lub Web site nyob hauv lub thawv no

(<http://www.cde.ca.gov/ta/tg/sr/capa.asp>) mas muaj lus qhia ntxov hais txog qhov kev pab cuam CAPA.

7 Lus qhia ntxiv txog cov qaub xeeb ntawv

Lub thawv no qhia txog tsib qib nyob rau hauv kev xeeb Lus Asnkiv Qib CAPA uas koj tus menyuam tau xeeb (hauv lub thawv nyob rau sab laug) thiab Lej (hauv lub thawv nyob rau sab xis). Tej zaum koj tus menyuam yuav txawj ua li cov lus hais hauv cov qhab lus no, tab sis cov qhab nees yog cov qhia tias nws xeeb tau txawj txog siab li cas. Nrog koj tus menyuam tus kws qhia ntawv tham kom paub meej dua ntxiv txog koj tus menyuam cov kev kawm thiab kev txawj.

More about your child's test results

CAPA LEVEL	GRADE
I	2-11*
II	2-3
III	4-5
IV	6-8
V	9-11

* Level I is for profoundly deaf-blind and visually impaired 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 some 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/ta/tg/sr/capa.asp.

More about the performance levels in English Language Arts

The following paragraphs describe the five English Language Arts performance levels for CAPA Level I. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she meets the understanding of your child's progress.

Advanced (Scale Scores 46-63)
Level I students performing at the Advanced level should demonstrate linguistic awareness that print or symbolic convey meaning. They consistently communicate basic needs such as hunger, thirst, and physical discomfort through their primary means of communication. They are able to obtain help when needed.

Proficient (Scale Scores 20-42)
Level I students performing at the Proficient level 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 20-34)
Level I students performing at the Basic level communicate basic needs incoherently 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 focused choice or after a modeled prompt. They indicate a preference for objects or activities.

Below Basic (Scale Scores 20-28)
Level I students performing at the Below Basic level communicate when a basic need is 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 the Far Below Basic level sometimes orient toward a speaker with tasks. They occasionally use individual modes of communication that may include but are not limited to crying, vocalizations, purposeful movements, or body posturing.

More about the performance levels in Mathematics

The following paragraphs describe the five Mathematics performance levels for CAPA Level I. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she meets the understanding of your child's progress.

Advanced (Scale Scores 63-82)
Level I students performing at the Advanced level should be able to identify names of a quantity, indicate one or two more, and count to 5. They demonstrate early algebra by matching the objects. They are able to identify tools that measure time (calendar, clock). They demonstrate an understanding of concepts of one such as morning, afternoon, and evening.

Proficient (Scale Scores 20-42)
Level I students performing at the Proficient level should be able to demonstrate concepts such as "more", "count to 3", and indicate a quantity of "1". 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 20-34)
Level I students performing at the Basic level may count, indicate a quantity of "1", and incoherently communicate the number eight. "More" is 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 21-28)
Level I students performing at the Below Basic level may attempt to count, indicate a quantity of "1", and identify which set has more but are often inaccurate. They attempt to match objects but are often inaccurate. They 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 15-20)
Level I students performing at the Far Below Basic level sometimes indicate activities occurring to orient toward objects and/or pictures used for counting, matching objects, identifying tools that measure time, and comparing quantities.