



STAR 學生成績單指南

加州替代成績評估

加州教育廳

本指南幫助您理解您子女的成績單及所提供的建議。您子女成績單的某些部份有逐字翻譯，其他部份則有較籠統的翻譯。

1 您子女的資料

您在這裡可以看到：您子女的學生號、出生日期、年級、考試日期、學校及學區。若有的話，還會出現您的郵寄地址。

2 加州公共教育督察長的介紹信

親愛的家長／監護人：

標準化考試與報告（STAR）計劃每年衡量您子女在達到加州內容標準方面的進展，這些標準說明所有學生在每個年級應當瞭解及應能做到的事情。您的子女通過參加加州替代成績評估（CAPA）加入 STAR 計劃。CAPA 衡量您子女對某些加州內容標準的瞭解程度。

本成績單說明您子女的 CAPA 考試分數。我鼓勵您跟您的子女及他們的老師討論這些結果。除了給您有關監督您子女學業進展方面的有用資訊之外，考試分數還幫助我們瞭解學校的工作情況以及我們如何可以在最重要的工作方面——即讓學生在學校期間及之後獲得成功——做得更好。

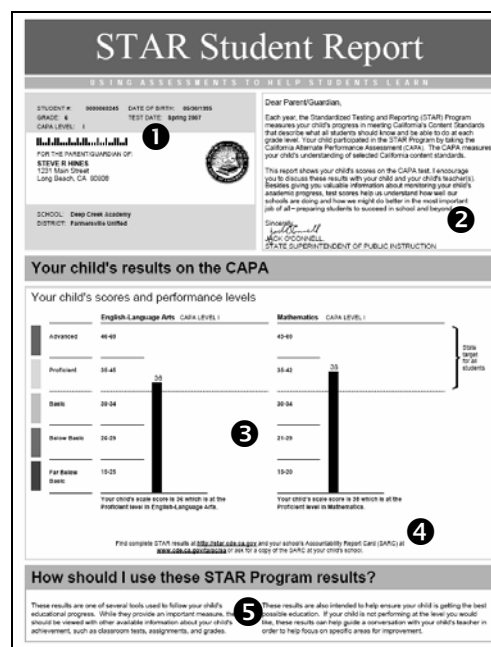
3 您子女的分數與成績級別

看看每個科目標題下面豎的黑條部份，瞭解您子女的 CAPA 成績。每根黑條頂端的數字是您子女的確切考試分數。左邊有顏色的方框及每根黑條底部的文字說明您子女在每個科目方面的成績級別。成績級別分為五級：高級、熟練、基本、低於基本及遠低於基本。

4 您可以透過這些網址，找到完整的 STAR 成績（<http://star.cde.ca.gov>）及學校問責報告單（<http://www.cde.ca.gov/ta/ac/sa/>）。您還可以在您子女的學校索取一份學校問責報告單（SARC）。

5 我應當如何利用這些 STAR 計劃成績？

這一部份建議監督您子女教育進展的其他方法，包括透過課堂測驗、作業及分數。您可以利用這些資訊來源跟您子女的老師討論具體需要改進的方面。



6 關於 CAPA 級別的更多說明

這一部份解釋 CAPA 級別，提供有關您子女考試結果的更多說明。左邊的表格顯示 CAPA 分成五個評估級別。有資格參加 CAPA 的大多數學生都參加相當於他們目前學校年級的評估級別，但是有些學生因複雜、深度的殘障而參加第一級評估。被分配的級別跟特定內容領域的單項能力沒有關係。英語語言藝術及數學總是在相同的評估級別評估。

這個方框內的網址（<http://www.cde.ca.gov/ta/tg/sr/capa.asp>）提供有關 CAPA 計劃的更多說明。

7 關於成績標準的更多說明

這個方框內提供您子女所參加的英語語言藝術 CAPA 級別（左邊的方框）及數學（右邊的方框）的五個成績級別的說明。雖然您的子女也許能完成每一段落所描述的任務，但是成績級別是根據您子女的這次特定考試所得的分數而定。請跟您子女的老師交談，更完整地瞭解您子女的學業進展。

More about your child's test results

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 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.

* Level I is for profoundly disabled students and includes students 2-11.

More about the performance levels in English-Language Arts

The following paragraphs describe the five English-Language Arts performance levels for CAPA Level I. Some students may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scores on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced (Scale Scores 46-63)
Level I students performing at the Advanced level should demonstrate beginning awareness that print or symbolic 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 35-45)
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 a speaker, even when engaged in an activity. They demonstrate recognition of common objects used in the assessment.

Basic (Scale Scores 30-34)
Level I students performing at the Basic level communicate basic needs spontaneously and may require extensive prompts. They orient toward a speaker after being given a prompt. They can identify some objects used in the assessment when given a named object or after a modeled prompt. They indicate a preference for objects or activities.

Below Basic (Scale Scores 25-29)
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 inaccurate.

Far Below Basic (Scale Scores 18-23)
Level I students performing at the Far Below Basic level sometimes orient toward a speaker with touch. 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 levels for CAPA Level I. Some students may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scores 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 the Advanced level should be able to identify more of a quantity, indicate one or two more, and count to 5. They demonstrate early algebra by matching like objects. 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 35-42)
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 11". 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 30-34)
Level I students performing at the Basic level can count, indicate a quantity of "11", and spontaneously communicate the number word "more". 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 at the Below Basic level may attempt to count, indicate a quantity of "11", 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 18-23)
Level I students performing at the Far Below Basic level sometimes indicate awareness prompting to orient toward stimulus materials and/or pictures used for counting, matching objects, identifying tools that measure time, and comparing quantities.