



「紐約州替代性評估 (NYSAA) 家長報告」閱讀指南

紐約州教育廳

本指南能幫助您理解您孩子的考試分數，以及為您孩子的學習提出的建議。

1 教育廳廳長函

尊敬的家長/監護人，

特殊教育委員會 (Committee on Special Education, 簡稱CSE) 已確認，您的孩子符合參加「紐約州替代性評估 (NYSAA) 考試」的資格。各學校根據英文 (ELA)、數學、科學和社會學替代性學習標準，採用NYSAA評量殘障學生取得的進步。

NYSAA是為某些殘障學生設計的，確保他們能有機會學習核心課程。佈置給學生的學習任務與同級預期成績水平相似，並對這些學習任務進行評估。請僅將這些評估結果用作幫助您理解孩子學業成績的出發點。透過仔細查看孩子的課堂作業、其他標準評估以及本年度的學業進步報告，透過參加家長-教師會議、CSE會議以及與孩子的教師建立強有力的夥伴關係，您可以更詳細地瞭解您孩子取得的成績。

請利用本報告及孩子完成的各項功課，幫助您的孩子發揮最大潛力。

2 您孩子的有關資訊

此欄顯示您孩子的姓名、考試年份、考試科目、年級、學校與學區。

3 提請您注意

本欄提請您注意：請使用您孩子的成績報告卡與教師進行富有成效的討論。鼓勵您討論孩子業已完成的學習任務以及您的孩子參加該評估的收穫。請瀏覽本廳網站：www.NYSParents.com，瞭解更多英語和西班牙語資訊。

4 您孩子的成績水平

箭頭所示為您孩子的NYSAA成績水平。

5 成績水平是什麼意思？

NYSAA-Level 4: 達到《學習標準》的「替代性年級水平」，成績優異。

NYSAA-Level 3: 達到《學習標準》的「替代性年級水平」。

NYSAA-Level 2: 部份達到《學習標準》的「替代性年級水平」。

NYSAA-Level 1: 學生未能達到《學習標準》的「替代性年級水平」。

Parent Report

Dear Parent/Guardian,

1 Committee on Special Education (CSE) has identified your child as eligible to participate in the New York State Alternate Assessment (NYSAA). Schools use the NYSEA to measure the progress of certain students with disabilities in the alternate learning standards for English language arts (ELA), mathematics, science, and social studies.

The NYSEA was developed for certain students with disabilities to assure access to the core curriculum. Students are assessed on tasks aligned with grade-level performance expectations. This report shows results for your child on the NYSEA in ELA. These results should only be used as a starting point to help you understand your child's achievement. You can learn more about your child's achievement by reviewing classroom work, other standards-based assessments, and progress reports during the year, by attending parent-teacher conferences, CSE meetings, and by establishing a strong partnership with your child's teachers.

Please use this report and the rich collection of work your child has produced to help your child reach his or her greatest potential.

Richard P. Mills
Richard P. Mills
Commissioner of Education

2 New York State Alternate Assessment (NYSAA)
2 Your Child's 2008 English Language Arts Results
For the parent or guardian of:
HARRY A. PUPIL
Student ID: **987456302**
Assessment Grade: **4 Equivalent**
School: **SANDY VALLEY**
District: **GROW UNFRED SCHOOL DISTRICT**

3 This report is to talk with your child's teacher about what tasks were performed and what your child learned as a result of participating in this assessment.

• Visit the Department's website at www.NYSParents.com for more information.

Your Child's Performance Level

4 **NYSAA - Level 4**

Your child's level: **3**

5 **NYSAA - Level 3**
Meeting the Alternate Grade Level Indicators for the Learning Standards with Distinction

• **NYSAA - Level 3:** Meeting the Alternate Grade Level Indicators for the Learning Standards.

• **NYSAA - Level 2:** Partially Meeting the Alternate Grade Level Indicators for the Learning Standards.

• **NYSAA - Level 1:** Not Meeting the Alternate Grade Level Indicators for the Learning Standards.

Your child's performance: NYSEA - Level 3

6 比較您孩子的成績與州教育聽的要求

要符合《紐約州替代性學習標準》，學生成績應達到NYSAA-3級或以上水平。

7 如何確定成績水平？

NYSAA ELA的評估內容符合學習標準的要求，且與紐約州高中畢業會考委員會為學生制訂的年級核心課程難度相符。

採用替代性年級水平指標（Alternate Grade Level Indicators，簡稱AGLIs）衡量學生的成績。AGLIs是嚴重認知型殘障學生的成績要求，與紐約州高中畢業會考委員會為學生制訂的年級核心課程難度相符。

8 替代性年級水平指標

本欄列出並描述NYSAA採用的替代性年級水平指標（AGLIs）評估。根據醫生證明，如果您的孩子因患有嚴重疾病或受傷而無法參加本項評估，則本欄不顯示任何AGLIs。

9 成績水平是什麼意思？

本欄描述為滿足各成績水平的要求，學生應展示的知識、技能和理解力。

10 下一步應如何？

請與您孩子的教師一起認真查看本測試成績，瞭解您孩子的長處與不足。
請與特殊教育委員會工作人員討論您孩子的教育計畫、課程安排與教學。
請與您孩子就讀的學校共同努力，制訂最恰當並能使您的孩子充分發揮潛力的行動計畫。
請瀏覽 www.NYSParents.com 網站查找：

- 為子女需要特殊教育服務的家長提供的資源。
- 「紐約州替代性評估考試」的有關資訊。
- 幫助殘障學生提高閱讀技巧的資訊。
- 為致力於提高教學能力的殘障學生教師提供的資源。

Student ID: 987456302
Assessment Grade: 4 Equivalent
School: SANDY VALLEY
District: GROW UNIFIED SCHOOL DISTRICT

More about the NYSAA ELA results for MARY A. PUPIL

6 Meet New York State Alternate Learning Standards; students need to perform at **NYSAA-Level 3** or above. Child's performance on the alternate assessment: **NYSAA-Level 3.**

7 **How is Performance Level Determined?**
The content assessed in NYSAA ELA is aligned with the learning standards and grade level core curriculum established for all students by the New York State Board of Regents.
Students' performance is measured on Alternate Grade Level Indicators (AGLIs). AGLIs are descriptions of student performance expectations for students with severe cognitive disabilities that are aligned with grade level core curriculum established for all students by the Board of Regents.

8 **How is your child's performance measured on the following Alternate Grade Level Indicators (AGLIs)?**
Reading for Literary Response and Expression
The student will understand/predict the sequence of events or action of a narrative leading to a logical ending.
Writing for Literary Response and Expression
The student will write complete sentences to respond to explicit literary questions about plot, setting, and/or character.
*Students are expected to complete two alternate grade level indicators for a content area in a particular grade level. If only one indicator is displayed above, the student only received a score for that one indicator in this content area. Incomplete evidence for one or more indicators will lower the student's performance level, even if the student attempted both indicators.
**Overviews of the knowledge, skills, and understanding students are expected to display in order to meet the requirements of each performance level.

9 **What does Performance Level Mean?**
Alternate Performance Level Descriptors for Grade 4 Equivalent ELA, NYSAA-Level 3**
- Student's performance is often accurate
- Student often demonstrates an understanding of AGLIs
- Student actively engages in tasks with occasional support (i.e., cues and/or prompts beyond scope of IEP recommendations)
- Student often attends to or reads literary text and/or different genres, and/or
- Student often identifies parts of a story and/or motives in text read, and/or
- Student often responds to questions, thoughts and/or opinions about text, and/or
- Student often identifies, records, arranges and/or creates pictures, symbols or words

10 **What's Next?**
Review with your child's teacher the results of this assessment to understand your child's strengths and needs.
Talk with the Committee on Special Education about your child's program, curriculum, and instruction.
Work with your child's school to determine the most appropriate plan of action that would allow your child to reach his or her potential.
Visit www.NYSParents.com to find:
• Resources for parents of students requiring special education services.
• Information on the New York State Alternate Assessment.
• Information about helping students with disabilities to improve their reading skills.
• Resources for teachers looking to improve their instruction of students with disabilities.

P. 0007 - PwarrNYSAA_Pg. 01