នៅក្នុងការប្រការចិត្តប្រឈមជើង (ISR) របាយការណ៍សិសសជាបុគ្គល (ISRs) ត្រូវបានបានក្លាយជាការវាយរម្មៃអំណានគ្ណិរវិទា ឬវិទាសាស្ត្រ។ វាមានពិពណ៌នាចូលទៅក្នុងការអនុវត្តរបស់សិសសជាបុគ្គលានក្លាយទៅក្នុងតម្រូវការអនុវត្តន៍ និងបទដ្ឋានសិកាមិនីសូតាសសត្តប់មុខវិជាកម្មទ្ផែសគ្នា (Minnesota Academic Standards)។ សត្តប់សិសសដែលមិនបានចូលរួម ISR បង្ហាញថាទ្វីបអវីបានជាលទធផលមិនបានរាប់បញ្ចូល (ឧទាហរទ្ណាក់: អវរតាសុីឬមិនបានបញ្ចប់)។ ត្រូវបានសិសសបានចូលរួមទំព័រទី MCA និង MTAS សត្តប់មុខវិជាកម្មខ្លីៗ។ សត្តប់ថានក់ទី 10 និងទិនក់ទី 11 សុីឬកាលបរិទ្ធក្លាយការវាយរម្មៃ។ សត្តប់ថានក់ទី 3, 4, 5 និងទិនក់ទី 7 សត្តប់ថានក់ទី 7 IRSA បង្ហាញថាសុីឬកាលបរិទ្ធការទូរស័ព្ទសត្តប់មុខវិជាកម្មខ្លីៗ។ សត្តប់ថានក់ទី 5, 6, 8 អំណាត្រីឬកាលបរិទ្ធការទូរស័ព្ទសត្តប់មុខវិជាកម្មខ្លីៗ សម័យថ្មី ២ សាខារេយ្យបានទូរស័ព្ទសត្តប់មុខវិជាកម្មខ្លីៗ។ សម្រាប់ព័ត៌នាដែលសម្រាប់ សុីឬកាលបរិទ្ធការឬបញ្ចូលបន្ទាប់ (PearsonAccess) បន្ទាប់ពីមានការប្រការចិត្តប្រឈមជើង (ISR)។

1. ដើម្បីប្រការចិត្តប្រឈមជើង— ដើម្បីប្រការចិត្តប្រឈមជើងអំពីការដែលបានជួយបាន មានប្រការចិត្តប្រឈមជើងមួយកន្លែង ការធ្វើការបែបដ័រដែលមិនបានបញ្ចប់ទៅមានការប្រការចិត្តប្រឈមជើង (ISR)។

2. សម្រាប់ព័ត៌នាថើម្បីប្រការចិត្តប្រឈមជើង— សម្រាប់ព័ត៌នាថើម្បីប្រការចិត្តប្រឈមជើងអំពីការដែលបានជួយបាន មានប្រការចិត្តប្រឈមជើងមួយកន្លែង ការធ្វើការបែបដ័រដែលមិនបានបញ្ចប់ទៅមានការប្រការចិត្តប្រឈមជើង (ISR)។

3. សម្រាប់ព័ត៌នាថើម្បីប្រការចិត្តប្រឈមជើង— សម្រាប់ព័ត៌នាថើម្បីប្រការចិត្តប្រឈមជើងអំពីការដែលបានជួយបាន មានប្រការចិត្តប្រឈមជើងមួយកន្លែង ការធ្វើការបែបដ័រដែលមិនបានបញ្ចប់ទៅមានការប្រការចិត្តប្រឈមជើង (ISR)។

2019_MN_MTAS-QuickGuide_FORWEB_Khmer
4. ព័រ៌ានលមអិរម្នការអនុវរត

5. ព័រ៌ានអំពីការវាយរម្មៃរបស់មិនីសូតា (MTAS)

6. ព័រ៌ានអំពីការអនុវរតទ្លើការវាយរម្មពិទ្សសទ្នោះ។

**Minneso ta Test of Academic Skills (MTAS) Scoring Rubric**

The MTAS consists of nine performance tasks. For each task, points are earned according to the guidelines below.

- The student responds correctly without assistance = 3 points
- The student responds correctly to the task after the test administrator provides additional support = 2 points
- The student responds incorrectly to the task after the test administrator has provided additional support = 1 point
- The student does not respond to the task or the student’s response is unrelated to the task = 0 points

**READING PERFORMANCE DETAILS**

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**Firstname’s score Exceeds the Reading Alternate Achievement Standards**

Students at the Exceeds level succeed at most of the skills on the extended standards of the Minnesota Academic Standards in reading. Given little or no verbal, visual, and tactile supports, which provide extra context about the task to be completed, the students may demonstrate the ability to:

- Key ideas and Details: Make connections between the main ideas/central message and key details of a reading passage; identify multiple traits and behaviors of characters; compare and contrast characters; answer literal and basic inferential questions about a story, poem, or informational text; sequence events or steps in a process; make relevant connections between characters and setting; summarize whole text; identify cause and effect; draw appropriate conclusions based on a reasonable interpretation of a reading passage; make logical inferences, predictions, and generalizations based on a reading passage; and identify the plot of a story.

**Craft and Structure:** Determine literal meanings of new and multiple-meaning words by using context clues; and determine the meaning of new grade-level, content area vocabulary.

**READING AREA**

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>POINTS EARNED* / POINTS POSSIBLE</th>
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<tbody>
<tr>
<td>Read closely to determine what the text says explicitly and make inferences.</td>
<td>6 / 6</td>
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<tr>
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<td>6 / 6</td>
</tr>
<tr>
<td>Describe how individuals, events, and ideas develop and/or interact over the course of a text.</td>
<td>10 / 12</td>
</tr>
<tr>
<td>Interpret words and phrases as they are used in text, including multiple-meaning words.</td>
<td>3 / 5</td>
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* State standards for the areas and total are 4.8, 2.4, 5.3, 7.6, and 21.17 respectively.

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**Craft and Structure:** Determine literal meanings of new and multiple-meaning words by using context clues; and determine the meaning of new grade-level, content area vocabulary.

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