



2010

CALIFORNIA

Standardized Testing and Reporting

Post-Test Guide Technical Information

**for STAR District and Test Site Coordinators
and Research Specialists**

- ☆ **California Standards Tests**
- ☆ **California Modified Assessment**
- ☆ **California Alternate Performance Assessment**
- ☆ **Standards-based Tests in Spanish**

Contact Information

STAR Technical Assistance Center
2731 Systron Drive
Concord, CA 94518
Phone: 800-955-2954
Fax: 800-541-8455
E-mail: Star@ets.org
Web site: <http://www.startest.org>

Table of Contents

Acronyms and Initialisms in the <i>Post-Test Guide</i>	iv
Part I General Information	1
Chapter I.1 New in 2010	2
Chapter I.2 Introduction	4
Purpose of the Reports and Using the Results.....	4
Overview.....	4
Types of Reports	5
Grades and Subjects Reported	6
A Note About Accommodations and Modifications	6
Accommodations	6
Modifications.....	7
Matching CST and CMA Tests.....	7
Cross-matching ELA Multiple-choice and Writing Answer Documents	7
Chapter I.3 Interpreting Reports	8
Equating and Scaling	8
Scale Scores for the STAR Program	8
CST.....	8
CMA	9
CAPA	9
STS	9
Interpreting Scale Scores and Performance Levels to Evaluate Instructional Programs	10
Interpreting Results.....	10
CST, CMA, and STS Reporting Clusters.....	10
CMA and STS Content Area Percent Correct.....	12
Chapter I.4 Comparing Results	13
Comparing Results With Performance Levels	13
Comparing Scale Scores and Performance Levels for Groups.....	13
Comparing Scale Scores and Performance Levels for Individual Students	14
Comparing Results with Percent-Correct Scores	15
Comparing CAPA Results	15
Part II Report Descriptions	17
Chapter II.1 Report Descriptions	18
STAR CST/CMA, CAPA, and STS Printed Reports	18
Viewing Report Samples	27
Report Modes.....	27
Chapter II.2 Summary Reports	28
STAR Student Master List Summary.....	28
Explanation of Grade Five Student Master List Summary Sample.....	29
Student Master List Summary Samples	33
STAR Student Master List Summary: End-of-Course	35
Explanation of End-of-Course Mathematics Student Master List Summary	36
End-of-Course Student Master List Summary Samples.....	39
STAR Subgroup Summary	41
Explanation of Grade Five Subgroup Summary Sample	42
Subgroup Summary Sample	45
Descriptions of Subgroups.....	46
STAR Ethnicity for Economic Status Subgroup Summary.....	60
Explanation of Grade Six Ethnicity for Economic Status Subgroup Summary Sample.....	61
Ethnicity for Economic Status Subgroup Summary Sample.....	64
Chapter II.3 Individual Reports	65
STAR Student Record Label.....	65
Explanation of Student Record Label Samples.....	65
Student Record Label Samples	66
STAR Student Master List.....	67
Explanation of CST/CMA and STS Student Master List Samples	69
Student Master List Sample Records	71
STAR Student Reports.....	72
Explanation of Student Report for the CSTs.....	73
Samples of Student Reports for the CSTs.....	79
Explanation of Student Report for the CMA	83
Samples of Student Reports for the CMA.....	87

Explanation of Student Report for the CAPA	91
Student Report for CAPA Sample	94
Explanation of Student Report for the STS	96
Samples of Student Reports for the STS	100
Chapter II.4 Internet Reports	104
Dates of Data Availability on the Web Site	104
Using the STAR Reporting Web Site	104
Accessing the STAR Reporting Web Site	104
Viewing Reports	105
Getting Help	105
Printing Reports	106
Downloading Research Files	106
Ethnicity for Economic Status Summary	106
STAR Internet Reports	107
Report Header	107
CST Scores	108
CST Summary	109
CMA Scores	111
CAPA Scores: State	112
CAPA Scores: County, School District, or School	115
STS Scores	116
Part III Appendixes	119
Appendix A: STAR Reporting Clusters	120
CST Reporting Clusters	121
CSTs for English–Language Arts	121
CSTs for Mathematics	123
CSTs for Science	126
CSTs for History–Social Science	128
CMA Reporting Clusters	129
CMA for English–Language Arts—Grades Three Through Eight Only	129
CMA for Mathematics—Grade Level Only	130
CMA for Science—Grades Five and Eight Only	131
STS Reporting Clusters	132
STS for Reading/Language Arts—Grades Two Through Seven	132
STS for Reading/Language Arts—Grades Eight Through Eleven	133
STS for Mathematics—Grades Two Through Seven	134
STS for Mathematics—EOC Mathematics	135
Appendix B: STAR Scale Score Ranges	136
Performance Level Scale Score Ranges—CSTs	136
Performance Level Scale Score Ranges—CMA	137
Performance Level Scale Score Ranges—CAPA	138
Performance Level Scale Score Ranges—STS	138
Appendix C: STAR Conditional Standard Errors of Measurement (CSEM)	139
Scale Score CSEM for the 2010 California Standards Tests	139
Scale Score CSEM for the 2010 California Modified Assessment	140
Scale Score CSEM for the 2010 Standards-based Tests in Spanish	140
Appendix D: Parent/Guardian or School District Request for Verification of 2010 Test Score	141
Appendix E: Request to Correct 2010 STAR CST/CMA and CAPA Demographic Data	143
Correcting Demographic Data	143
Timeline	143
CST End-of-Course Corrections	143
CMA End-of-Course Corrections	144
Fields That May Be Corrected	144
Fees	145
Corrections Procedure	145
Request to Correct 2010 STAR CST/CMA and CAPA Demographic Data Form	146
Appendix F: California Reading List Number	147
Using the California Reading List Web Site	147
Appendix G: Glossary of Statistical Terms	149

List of Tables

Table I.1 What's New in 2010	2
Table I.2 Reporting Matrix.....	6
Table I.3 Hypothetical example of using the CSTs to measure growth by comparing average scale scores.....	14
Table I.4 Hypothetical example of using the CSTs to measure growth by comparing percentages of students at proficient and above.....	14
Table II.1 2010 STAR CST/CMA, CAPA, and STS Printed Reports	18
Table II.2 STAR Student Master List Summary Descriptions	30
Table II.3 STAR Student Master List Summary: End-of-Course Descriptions.....	37
Table II.4 STAR Subgroup Summary Descriptions.....	43
Table II.5 Descriptions of Subgroups.....	46
Table II.6 Primary Disability Codes for Spring 2010 Administration.....	57
Table II.7 STAR Ethnicity for Economic Status Subgroup Summary Descriptions	62
Table II.8 STAR Student Record Label Descriptions	65
Table II.9 STAR Student Master List Descriptions.....	69
Table II.10 The Student Report for the CSTs: Student Information Descriptions.....	73
Table II.11 The Student Report for the CSTs: Student's Overall Results Descriptions	74
Table II.12 The Student Report for the CSTs: Student's Strengths and Needs Descriptions	76
Table II.13 The Student Report for the CSTs: Student's California Reading List Number and More about STAR	77
Table II.14 The Student Report for the CMA: Student Information Descriptions.....	83
Table II.15 The Student Report for the CMA: Student's Overall Results Descriptions	84
Table II.16 The Student Report for the CMA: Student's Strengths and Needs Descriptions	85
Table II.17 The Student Report for the CMA: More about STAR	86
Table II.18 The Student Report for the CAPA: Student Information Descriptions.....	91
Table II.19 The Student Report for the CAPA: Student's Overall Results Descriptions.....	92
Table II.20 The Student Report for the CAPA: More About CAPA Levels Descriptions	93
Table II.21 The Student Report for the STS: Student Information Descriptions.....	96
Table II.22 The Student Report for the STS: Student's Overall Results Descriptions	97
Table II.23 The Student Report for the STS: Student's Strengths and Needs Descriptions	98
Table II.24 Descriptions of Internet Report Headers.....	107
Table II.25 Descriptions of Internet CST Scores Report.....	108
Table II.26 Descriptions of Internet CST Summary Report.....	110
Table II.27 Descriptions of Internet CMA Scores Report.....	111
Table II.28 Descriptions of Internet CAPA State Scores Report.....	112
Table II.29 Descriptions of Internet CAPA County, School District, or School Scores Report.....	115
Table II.30 Descriptions of Internet STS Scores Report	116

Acronyms and Initialisms in the *Post-Test Guide*

ADV	advanced
API	Academic Performance Index
AYP	adequate yearly progress
B	basic
BB	below basic
CAPA	California Alternate Performance Assessment
CCC	California Community Colleges
CDE	California Department of Education
CMA	California Modified Assessment
CRL	California Reading List
CSEM	conditional standard error of measurement
CSTs	California Standards Tests
CSU	California State University
EAP	Early Assessment Program
<i>EC</i>	<i>Education Code</i>
EL	English learner
ELA	English–language arts
EOC	end-of-course
ESEA	Elementary and Secondary Education Act
FBB	far below basic
IEP	individualized education program
I-FEP	initially fluent English proficient
NSLP	National School Lunch Program
PRO	proficient
RC	reporting cluster
R-FEP	reclassified fluent English proficient
RLA	reading/language arts
SD	standard deviation
SEM	standard error of measurement
SGID	School and Grade Identification sheet
SS	scale score
SSID	Statewide Student Identifier
STAR	Standardized Testing and Reporting
STAR TAC	STAR Technical Assistance Center
STS	Standards-based Tests in Spanish

Part I

General Information

Chapter I.1 New in 2010

Table I.1 What's New in 2010

Change	Affected Report(s)
Reported Test Results	
The default mathematics test for students in grade seven who took a California Modified Mathematics Standards Test is the California Modified Assessment (CMA) for Mathematics (Grade 7). Students who marked “CMA Math” in Section 7c “Assessed with CMA” on the front of their grade seven answer document but did not mark the “Grade 7 Mathematics” circle for the CMA test taken inside their answer document will receive CMA for Mathematics (Grade 7) results.	<ul style="list-style-type: none"> - STAR Student Report for CMA - STAR Student Record Label - Subgroup Summary reports - All grade-level reports on which results for grade seven are presented, such as the Student Master List
CMA performance levels—advanced, proficient, basic, below basic, and far below basic—are reported for students in grades three through eight who took a grade-level CMA in English–language arts (ELA); grades three through seven in mathematics; and grades five and eight in science. ELA scores for students in grade seven include the results for the California Modified Writing Assessment if the student took this component of the ELA test.	<ul style="list-style-type: none"> - STAR Student Report for CMA - STAR Student Record Label - Subgroup Summary reports - All grade-level reports on which results for grades three through eight are presented, such as the Student Master List
CMA results (percent correct) are reported for students in grades nine and ten who took a grade-level CMA and for students in grades seven through eleven who took the CMA for Algebra I. Performance levels and scale scores are not reported this year; only percent-correct scores by content area are reported.	<ul style="list-style-type: none"> - STAR Student Report for CMA - STAR Student Record Label - Subgroup Summary reports - All grade-level reports on which results for grades nine through eleven and end-of-course (EOC) Algebra I are presented, such as the Student Master List
Standards-based Tests in Spanish (STS) performance levels—advanced, proficient, basic, below basic, and far below basic—are also reported for students in grades five through seven who took a grade-level STS.	<ul style="list-style-type: none"> - STAR Student Report for STS - STAR Student Record Label - Subgroup Summary reports - All grade-level reports on which results for grades five, six, and seven are presented, such as the Student Master List
Percent-correct scores by content area and reporting cluster are reported for STS reading/language arts (RLA) and EOC mathematics tests for grades eight through eleven. Performance levels and scale scores are not reported this year.	<ul style="list-style-type: none"> - STAR Student Report for STS - STAR Student Record Label - Subgroup Summary reports - All grade-level reports on which results for grades eight through eleven are presented, such as the Student Master List
A new format was used for collecting ethnicity and race data in 2010. For this reason, the option “Declined to state” is no longer presented on reports. Instead, data are shown for “Two or more races.” In addition, on Web reports only, data are shown for each individual race/ethnicity.	<ul style="list-style-type: none"> - STAR Subgroup Summary “Ethnicity” reports - Web reporting

Change	Affected Report(s)
Program Reporting	
The Writing test was not available for students in grade four.	<ul style="list-style-type: none"> - STAR Student Report for CSTs, CMA - STAR Student Record Label - Subgroup Summary reports - All grade-level reports on which results for grade four are presented, such as the Student Master List
The online Web reporting interface has been updated.	<ul style="list-style-type: none"> - All online reports
Accommodations and Modifications	
The use of calculators—option “Q” in Section A3 of the answer documents—is available only for the CMA for Mathematics (Grade 5).	<ul style="list-style-type: none"> - STAR Student Record Label - All grade-level reports, such as the Student Master List

Chapter I.2 Introduction

Purpose of the Reports and Using the Results

The results for tests within the Standardized Testing and Reporting (STAR) Program are used for three primary purposes:

1. Communicating students' progress in attaining proficiency on the state's academic standards to students, parents/guardians, and teachers. In developing the legislation for the STAR Program, the Legislature recognized that school districts will conduct their own ongoing diagnostic assessments and provide information on the results of these assessments to parents/guardians and teachers on a regular basis. The Legislature also recognized that local diagnostic assessment is the primary way in which to identify academic strengths and weaknesses (*Education Code [EC] Section 60602*).
2. Informing decisions, along with local assessment data, that teachers and administrators make about helping students improve their achievement and about improving the educational program.
3. Providing data for state and federal accountability programs. These data are used to calculate each school and school district's Academic Performance Index (API) and adequate yearly progress (AYP) to meet the requirements of the Elementary and Secondary Education Act (ESEA).

More background information about the STAR Program can be found at the STAR results Web site at <http://star.cde.ca.gov/>; select the **STAR 2010 Test Results** link, the **About STAR 2010** link in the "More About STAR" section at the bottom of the page, and then the **Program Background** link.

Overview

The STAR Program for 2010 consists of four components:

- California Standards Tests (CSTs)
- California Modified Assessment (CMA)
- California Alternate Performance Assessment (CAPA)
- Standards-based Tests in Spanish (STS)

The CSTs measure student performance on California's content standards and identify students who achieve at each performance level: advanced, proficient, basic, below basic, or far below basic. The state's target is for all students to score at the proficient or advanced level. The CSTs carry the most weight for calculating each school's and district's API. In addition, the CSTs for ELA and mathematics (grades two through eight) are used in determining AYP that applies toward meeting the federal ESEA requirement that all students score proficient or above by 2014. The CSTs include the following grade-level tests:

- ELA—Grades two through eleven
- Mathematics—Grades two through seven
- Science—Grades five, eight, and ten
- History—Social Science—Grades eight and eleven

In addition, the following CSTs are administered as end-of-course examinations:

- | | |
|-------------------------------------|------------------------------------|
| ▪ General Mathematics ¹ | ▪ Biology |
| ▪ Algebra I | ▪ Chemistry |
| ▪ Geometry | ▪ Earth Science |
| ▪ Algebra II | ▪ Physics |
| ▪ Integrated Mathematics 1 | ▪ Integrated/Coordinated Science 1 |
| ▪ Integrated Mathematics 2 | ▪ Integrated/Coordinated Science 2 |
| ▪ Integrated Mathematics 3 | ▪ Integrated/Coordinated Science 3 |
| ▪ Summative High School Mathematics | ▪ Integrated/Coordinated Science 4 |
| ▪ World History | |

¹ Administered to students in grades eight and nine who have not yet taken Algebra I

Because the CSTs are the principal component of the STAR Program, teachers and administrators should use CST results to determine whether instructional programs need to be modified to better help students become proficient in California's content standards. Note that test results should be used only in conjunction with multiple other measures when decisions regarding an individual student's educational needs are made.

The CMA is a grade-level assessment for students who have an individualized education program (IEP), are receiving grade-level instruction, and the student's progress to date in response to appropriate grade-level instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP plan. The purposes of the CMA tests are to allow students with disabilities greater access to an assessment that helps measure how well they are achieving California's content standards and to provide information about how well schools and school districts are meeting state and federal accountability requirements in ELA, mathematics, and science.

In 2010, grade-level CMA tests were administered to students in grades three through nine in English–language arts, three through seven in mathematics, and grades five, eight, and ten in science. The EOC CMA for Algebra I was administered to students in grades seven through eleven. Students may take the CMA in one or more content areas instead of the CSTs. CMA results are used in API and AYP calculations for grades three through eight.

The CAPA assesses the performance of students with significant cognitive disabilities on the California content standards for ELA and mathematics (grades two through eleven) and science (grades five, eight, and ten). IEP teams determined, on a student-by-student basis, whether each student would take the CST/CMA or the CAPA. As with the CST and CMA results, CAPA results are used in API calculations for grades two through eleven and in AYP calculations for grades two through eight and grade ten.

The STS permits students to demonstrate their achievement of the California content standards for ELA that address RLA and mathematics through a primary language test in Spanish. Spanish-speaking English learners who are receiving instruction in Spanish or who have been enrolled in schools in the United States for less than twelve cumulative months as of the first day of testing are required to take the STS. In addition, at the discretion of the school district, the STS are administered to Spanish-speaking English learners enrolled in U.S. schools for more than twelve months and who are not receiving instruction in Spanish. In 2010, the STS were administered for RLA in grades two through eleven, for grade-level mathematics in grades two through seven, for EOC Algebra I in grades seven through eleven, and for EOC Geometry in grades eight through eleven.

Types of Reports

There are three types of STAR reports, as follows:

1. Summary Reports	<ul style="list-style-type: none"> ▪ STAR Student Master List Summary ▪ STAR Student Master List Summary, End-of-Course ▪ STAR Subgroup Summary (including the Ethnicity for Economic Status for CSTs, CMA, and CAPA)
2. Individual Reports	<ul style="list-style-type: none"> ▪ STAR Student Record Label ▪ STAR Student Master List ▪ Student Report for CSTs ▪ Student Report for CMA ▪ Student Report for CAPA ▪ Student Report for STS
3. Internet Reports	<ul style="list-style-type: none"> ▪ CST Scores (state, county, district, school) ▪ CST Summary Scores (state, county, district, school) ▪ CMA Scores (state, county, district, school) ▪ CAPA Scores (state, county, district, school) ▪ STS Scores (state, county, district, school)

Internet reports are accessible to the public online at <http://star.cde.ca.gov/>. All other reports are sent to the independent charter school, county, or school district; the district forwards the appropriate reports to test sites or, in the case of STAR Student Reports, sends the reports to the students and forwards a copy to the student's school or test site. Descriptions of reports appear on pages 18 through 117.

Grades and Subjects Reported

STAR results are reported for the tests students took. The matrix in Table I.2 shows, for each grade, the test results that may appear on a report. For example, results for the CST for ELA may appear on a CST Student Report for any grade. Results for the STS for RLA would appear on a summary report that includes students in grades two through eleven who had taken the STS or on the individual reports for students who had taken the STS.

In grade seven, a student who is taking the CMA would have taken either the grade-level CMA for Mathematics or the CMA for Algebra I. A student in grade seven who is taking the STS would have taken either the grade-level CST or CMA and STS for Mathematics or the end-of-course CST or CMA and STS for Algebra I.

Table I.2 Reporting Matrix

Test Name	Grade Enrolled									
	2	3	4	5	6	7	8	9	10	11
CST for ELA (grade level)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CST for Mathematics (grade level)	✓	✓	✓	✓	✓	✓				
CST for Science (grade level)				✓			✓		✓	
CST for History–Social Science (grade level)							✓			✓
CST for EOC Mathematics						✓	✓	✓	✓	✓
CST for EOC Science								✓	✓	✓
CST for EOC History–Social Science								✓	✓	✓
CMA for ELA (grade level)		✓	✓	✓	✓	✓	✓	✓		
CMA for Mathematics (grade level)		✓	✓	✓	✓	✓				
CMA for Science (grade level)				✓			✓		✓	
CMA for EOC Mathematics						✓	✓	✓	✓	✓
STS for RLA (grade level)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STS for Mathematics (grade level)	✓	✓	✓	✓	✓	✓				
STS for EOC Mathematics						✓	✓	✓	✓	✓
CAPA for ELA (all levels, all grades)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CAPA for Mathematics (all levels, all grades)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CAPA for Science (levels I, III, IV, V)				✓			✓		✓	

A Note About Accommodations and Modifications

The “Allowable Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments” are linked on the CDE Web page at <http://www.cde.ca.gov/ta/tg/sa/>. Matrix 1 includes variations, accommodations, and modifications for the CSTs and the STS. The “Allowable Testing Variations and Accommodations for the 2010 California Modified Assessment” section includes accommodations for the CMA for 2010.

Examiners administering the CAPA built into the task presentations any required adaptation needed by the students to access the tasks. Therefore, data on the use of accommodations or modifications are neither collected nor reported for the CAPA.

Accommodations

Accommodations are variations in the standardized administration of the tests that do not change the construct being measured. Accommodations must be listed in the student's IEP or Section 504 plan.

Scores are reported in the same way as is done for nonaccommodated tests. If students used an accommodation, such as a large-print version of any STAR test, the accommodation does not change what was tested.

The Student Master List and Student Record Labels indicate whether a student used accommodations.

Modifications

Similar to accommodations, modifications are variations in the standardized administration of the tests; however, modifications fundamentally change what is being tested. Modifications must be listed in the student's IEP or Section 504 plan.

If students used modifications, their scores are counted differently from nonmodified test scores on summary reports. Individual reports include the students' actual scores. The Student Master List and Student Record Labels indicate modifications if students took the test using modifications. On the CST and STS summary reports, the students' scores are counted as far below basic.

Modifications are not permitted on the CMA.

Matching CST and CMA Tests

Results for students in grade three and grades eight through eleven who took both CST and CMA tests will be printed on the individual student's Student Record Label only if the data are able to be matched. Data used to match student records are the student's Statewide Student Identifier (SSID) and/or first name, last name, birth date, and gender and were entered during Pre-ID or Extended Data Corrections or were marked by hand. Students whose data were not matched for reporting will receive two Student Record Labels. After reporting, student records can be matched during Data Corrections.

Cross-matching ELA Multiple-choice and Writing Answer Documents

If a grade seven student's assigned multiple-choice ELA test was the CMA but the student also took the California Writing Standards Test—or, vice versa, the student's assigned ELA test was the CST but the student also took the California Modified Writing Standards Test—the student's writing test will be scored. However, the writing score will *not* be used to calculate the student's overall ELA score but *will* be included on the individual reports. For example, the parent/guardian of a student who took the CST for ELA and the CMA for Writing would receive a STAR Student Report for the CSTs that includes the results of the ELA multiple-choice test and a STAR Student Report for the CMA that includes the CMA writing results.

In addition, the score *will* be used in calculating the percent of students at a school receiving each of the four writing scores—2, 4, 6, and 8 for the CST for Writing and 1, 2, 3, and 4 for the CMA for Writing—on the Student Master List Summary for grade seven and *will* be included in performance summaries available in Internet reports. Both scores will reside on the same record in the student data file.

Chapter I.3 Interpreting Reports

Equating and Scaling

When tests are constructed for each grade, every effort is made to make the tests parallel and of the same level of difficulty from one year to another. However, even with those efforts, small differences in test difficulty still exist between test forms. A psychometric procedure called equating makes adjustments for test difficulty so that students in one year are held to the same standards as students in another year.

Equating and scaling for the CSTs are described in detail in the *California Standards Tests Technical Report*. Details about equating and scaling for the CAPA are in the *California Alternate Performance Assessment Technical Report*. The technical reports also include raw-score-to-scale-score conversions for the testing year.

Grades three through eight of the CMA (grade-level ELA and mathematics, and science for grades five and eight) and two through seven of the STS (grade-level RLA and mathematics) are equated in 2010; equating will be described in the 2010 technical reports for these tests. The CMA for ELA (Grade 9), Life Science (Grade 10), and EOC Algebra I tests will be equated starting in 2011. The STS for RLA for grades eight through eleven and the EOC Algebra I and Geometry tests will be equated starting in 2012. The technical report currently posted for the CMA describes equating and scaling for grades three through five; the technical report currently posted for the STS describes equating and scaling for grades two through four. Both also include raw-score-to-scale-score conversions.

The technical reports for all STAR tests are posted at <http://www.cde.ca.gov/ta/tg/sr/technicalrpts.asp>.

Scale Scores for the STAR Program

Scale scores are important measures for the STAR Program. For all of the CSTs, for grades three through eight of the CMA (grade-level ELA and mathematics, and science for grades five and eight), for all of the CAPA, and for grades two through seven of the STS (grade-level RLA and mathematics), the performance levels are assigned on the basis of scale scores. Performance levels and scale scores for the CMA for ELA (Grade 9), CMA for Life Science (Grade 10), and EOC CMA for Algebra I will be available starting in 2011. Performance levels and scale scores for the STS for RLA in grades eight through eleven and EOC Algebra I and Geometry will be available starting in 2012.

The advantage of the scale score metric is that it allows a particular score (for example, 350) to mean the same thing across test forms, even though the difficulty of the test forms may vary. An equating process that adjusts for the difficulty of the test form permits this. Because percent-correct scores are defined in terms of the number of items answered correctly (the raw score metric) they are, by definition, associated with the specific form of the test taken, unadjusted for difficulty—that is, they are dependent on the difficulty of the test *items* and the ability level of those who are taking the test.

Scale scores are used in the evaluation of overall student performance. Unlike raw scores (that is, number-correct scores or percent-correct scores) within the same grade and subject, scale scores provide a common reference across years, making interpretation easier. The scale score performance-level cut points are held constant from year to year for each grade level and content area, while the number- or percent-correct score associated with each scale score may change.

The scale score ranges for the performance levels are found in Appendix B. For the CSTs, these ranges are presented starting on page 136. Those for the CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight) are presented on page 137. The ranges for the CAPA are presented on page 138. Finally, the scale score ranges for the STS for grades two through seven (grade-level RLA and mathematics) are presented on page 138.

CST

Range

The range of possible scale scores for the CSTs is from 150 to 600 for each grade and subject. The scale of 150–600 was selected before the first CSTs were scaled. When the tests were administered and scored for the first time, the scale scores were associated with a number-correct score.

CST scale scores for 2010 may be compared to 2009 scale scores for the **same content area and grade level**. This allows users to say that CST performance for a given content area and grade was higher or lower in 2010 compared with 2009. However, CST scale scores for the same content area may not be compared *across* grades because CST scale scores are not vertically scaled, or scaled across grades.

Performance Levels

The CST performance levels are advanced, proficient, basic, below basic, and far below basic. The goal in California is to have all students perform at the proficient or advanced level. For all CST content areas and grades, the proficient level is set at a minimum scale score of 350 and the basic level is set at a minimum scale score of 300. The minimum scale scores for below basic and advanced differ by content area and grade.

CMA

Performance levels and scale scores are available for the CMA for grades three through eight in ELA; grades three through seven in mathematics (except for EOC Algebra I); and grades five and eight in science. The STAR Student Report for the CMA for grade seven includes a writing score. For the content areas of ELA (grade nine), Algebra I (seven through eleven), and Life Science (grade ten), only content-area percent-correct scores are reported; scale scores for these grades will be available in 2011.

Range

The range of possible scale scores for the CMA tests for the grade-level tests in grades three through eight in ELA; grades three through seven in mathematics (except for EOC Algebra I); and grades five and eight in science is from 150 to 600 for each grade and subject. When the tests were administered and scored for the first time, the scale scores were associated with a number-correct score.

CMA scale scores for 2010 may be compared to 2009 scale scores for the **same content area and grade level**. This allows users to say that CMA performance for a given content area and grade was higher or lower in 2010 compared with 2009. However, CMA scale scores for the same content area may not be compared *across* grades because CMA scale scores are not vertically scaled, or scaled across grades.

Performance Levels

The CMA performance levels for the grade-level ELA, mathematics, and science tests in grades three through eight (excluding Algebra I) are advanced, proficient, basic, below basic, and far below basic. The goal in California is to have all students perform at the proficient or advanced level. For all CMA content areas and grades, the proficient level is set at a minimum scale score of 350 and the basic level is set at a minimum scale score of 300. The minimum scale scores for below basic and advanced differ by content area and grade.

CAPA

Range

The range of possible scale scores for the CAPA is 15 to 60 for each grade in ELA, mathematics, and science. The scale was recalibrated after the 2009 administration.

CAPA scale scores for 2010 may be compared to 2009 scale scores for the **same content area and CAPA level**. This allows users to say that CAPA performance for a given content area test and CAPA level was higher or lower in 2010 compared with 2009. However, CAPA scale scores for the same content area may not be compared *across* content areas or CAPA levels because CAPA scale scores are not vertically scaled, or scaled across content areas or CAPA levels.

Performance Levels

The CAPA performance levels are advanced, proficient, basic, below basic, and far below basic. For the CAPA, basic is set at 30 and proficient is set at 35.

STS

Performance levels and scale scores are available for the STS grade-level RLA and mathematics tests in grades two through seven. For the grade-level STS for RLA in grades eight through eleven and the STS for Algebra I and Geometry, percent-correct scores by the general content areas of RLA and mathematics and the specific reporting cluster are reported. Scale scores for grades eight through eleven and EOC Algebra I and Geometry will be available in 2012.

Range

The range of possible scale scores for the STS grade-level tests in grades two through seven RLA and grade-level mathematics is from 150 to 600 for each grade and subject. When the tests were administered and scored for the first time, the scale scores were associated with a number-correct score.

STS scale scores for 2010 may be compared to 2009 scale scores for the **same content area and grade level**. This allows users to say that STS performance for a given content area and grade was higher or lower in 2010 compared with 2009. However, STS scale scores for the same content area may not be compared *across* grades because STS scale scores are not vertically scaled, or scaled across grades.

Performance Levels

The STS performance levels for the grade-level RLA and mathematics tests in grades two through seven are advanced, proficient, basic, below basic, and far below basic. The goal in California is to have all students perform at the proficient or advanced level. For all STS content areas and grades, the proficient level is set at a minimum scale score of 350 and the basic level is set at a minimum scale score of 300. The minimum scale scores for below basic and advanced differ by content area and grade.

Interpreting Scale Scores and Performance Levels to Evaluate Instructional Programs

Teachers and administrators should not use STAR results in isolation to make inferences about instructional needs. Anyone using STAR results to identify strengths and weaknesses in instructional programs should be familiar with the cautions and procedures described in the next section, “Interpreting Results.”

Interpreting Results

CST, CMA, and STS Reporting Clusters

Reporting cluster information for the CSTs, for the CMA for grades three through eight for grade-level ELA, mathematics, and science (but not for the EOC Algebra I test), and for the STS RLA and mathematics tests is included on Student Master Lists, Student Master List Summaries, and the STAR Student Reports. Depending on the report, the reporting cluster results are shown as percent correct, average percent correct, or diamonds placed relative to the percent-correct band representing the range of scores for students who scored proficient on the total test.

For the STS for RLA in grades eight through eleven and for Algebra I and Geometry, performance levels will not be available until 2012. Therefore, only percent-correct or average percent-correct information is reported for each reporting cluster for these tests in 2010.

Cluster information is not reported for the grade-level CMA for ELA (Grade 9) and CMA for Life Science (Grade 10) or the CMA for Algebra I.

Because cluster scores are constructed from test questions of like content, the test questions may be easier or more difficult as a group than the overall test form. Thus, percent-correct values based on the cluster scores may even differ from the percent correct obtained for the total test. Because of this and the fact that unadjusted raw scores are used to compute the percent-correct values, the cluster percent-correct scores do not behave in the same way as do the scale scores and cannot be used to calculate the scale scores.

Reporting clusters and the number of items that comprise each are provided in Appendix A. CST cluster data start on page 121; CMA cluster data start on page 129; STS cluster data start on page 132. There are no reporting clusters for the CAPA. Reporting clusters can help teachers and instructional leaders pinpoint areas of student strengths and weaknesses. However, reporting clusters should be interpreted cautiously, and two very important limitations of CST, CMA, and STS reporting clusters should always be kept in mind:

1. Reporting clusters are based on different numbers of questions. In some cases, the total number of questions that make up a reporting cluster may be quite small; the small number results in scores that are less reliable than the overall test scores.
2. Reporting-cluster scores may vary from year to year because the difficulty of the questions in the reporting clusters may vary. While the overall test scores are equated to adjust for differences in difficulty from year to year, that is not done for the reporting clusters.

Two useful reference points for interpreting reporting clusters are (1) the performance on the clusters for students statewide who scored at the lowest score for proficient (just-proficient); and (2) students statewide who scored at the lowest score for advanced on the total test (just-advanced). The average percent-correct scores were calculated for students who scored at these reference points. The averages for the two reference points as well as the number of items in each reporting cluster for each test for the performance levels, where available, are provided in Appendix A.

Figures I.1 and I.2, below, provide an example of how considering the average percent correct for students statewide who received the lowest scores for proficient and advanced helps in the interpretation of cluster scores for a class of students. The example uses CST for Geometry scores. Each figure, Figure I.1 for 2009 and Figure I.2 for 2010, displays groupings of three vertical bars. The bars show the average percent correct for a cluster score for students statewide scoring at the lowest score for proficient; students statewide scoring at the lowest score for advanced; and the average percent correct for a hypothetical class of students who took the CST for Geometry.

Compared to the performance of students scoring just-proficient or just-advanced statewide in 2010, My Class 2010 performed better than statewide just-proficient students on Logic/Geom Proofs and Angle Relationships. They performed comparably with just-proficient students statewide on Trigonometry and performed less well than the just-proficient students statewide on Volume & Area. Across all clusters, My Class 2010 performed less well than did just-advanced students statewide.

Compared to the students who took the CST for Geometry in 2009, the 2010 class appears to have higher average scores in Angle Relationships and Trigonometry, lower average scores in Logic/Geom Proofs, and the same average score in Volume & Area. However, this information is misleading because the percent-correct values for 2010 and 2009 are not directly comparable. There is, however, a helpful comparison that can be made: the performance of a group of students may be compared to the performance of students statewide scoring proficient or advanced. As an example of this valid comparison, in 2009, My Class average percent correct fell below the statewide average of just-proficient students on Angle Relationships. However, in 2010, My Class average percent correct fell above the statewide average of just-proficient students. This suggests that My Class has made much progress in 2010 on Angle Relationships.

As another example of a valid comparison, in the Volume & Area reporting cluster for a given grade, My Class obtained the same average percent-correct score in 2009 and 2010. However, in 2009, My Class performed slightly better than the statewide just-proficient students in that grade, while in 2010, My Class performed less well than the statewide just-proficient students. This indicates that progress has not been made from 2009 to 2010 on the cluster for Volume & Area.

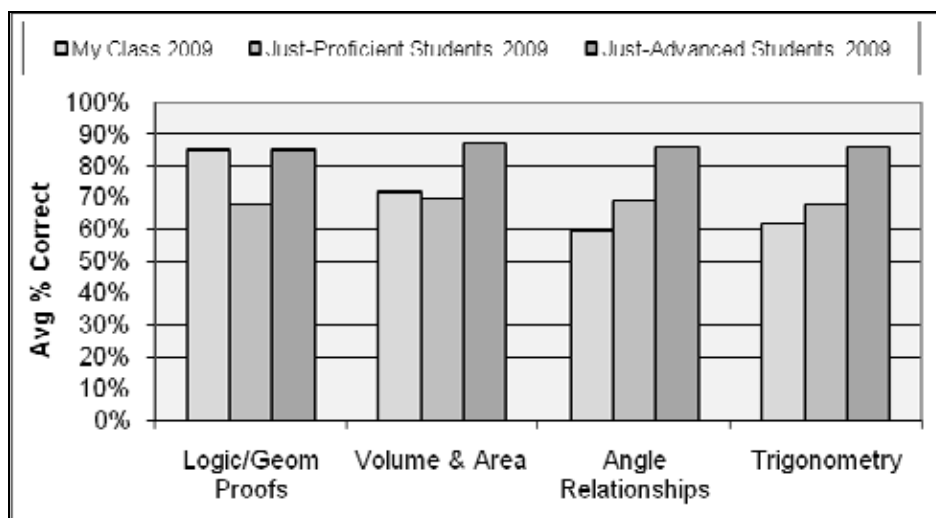


Figure I.1 Sample Average Percent-Correct Cluster Score, 2009

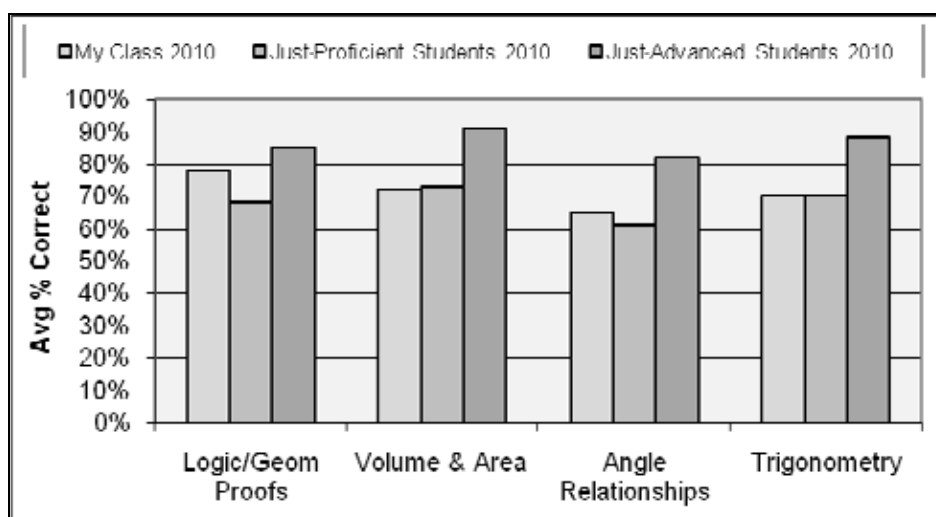


Figure I.2 Sample Average Percent-Correct Cluster Score, 2010

The average percent-correct values for students scoring proficient and advanced can also be used to help interpret reporting cluster scores for individual students. That is, academic strengths and weaknesses of students can be suggested by comparing students' percent-correct scores for each reporting cluster to the average percent-correct scores for the students statewide who scored proficient or advanced on the total test. Caution should be used in making these comparisons when the reporting cluster scores are based on relatively few items (for example, ten items or fewer).

The average cluster performance of students statewide who scored at the lowest proficient score and the lowest advanced score on the total tests is used for determining the average percent-correct range for students at the proficient level on the STAR Student Report. Diamonds representing the percent correct for students (or average percent correct for groups of students) are compared to the average percent-correct range for proficient students that is represented by a horizontal bar on the report, with the ends defined as the percent-correct score associated with the lowest proficient score on the total test and the percent-correct score associated with the lowest advanced score on the total test, less one percent. An explanation and example of this type of presentation on the STAR Student Report can be found starting on page 75.

CMA and STS Content Area Percent Correct

Cluster information is not reported in 2010 for the CMA for ELA (Grade 9), for the CMA for Life Science (Grade 10), or for the CMA for Algebra I.

For the STS for grades eight through eleven RLA and EOC Algebra I and Geometry, performance levels will not be available until 2012. Therefore, only information on percent correct or average percent correct is reported for each reporting cluster for these tests in 2010.

Chapter I.4 Comparing Results

Comparing Results With Performance Levels

When comparing results for the STAR tests, compare results only within the same content area and grade; that is, compare grade three ELA in 2009 to grade three ELA in 2010 or grade six mathematics in 2009 to grade six mathematics in 2010. No direct comparisons should be made between grades or between content areas. In addition, comparisons should be made only within the same testing program. Results for the CST for ELA (Grade 3) cannot be compared to results for the CMA for ELA (Grade 3), for example.

For all CSTs and CAPA, for the CMA in grades three through five, and for the STS in grades two through four, the reviewer may compare results for the same grade and content area across years within a school, between schools, or between a school and its district, its county, or the state. However, for the CMA, CAPA, and the STS, results may only be compared to results from 2009 and subsequent years.

When comparing results for the grade-level CMA tests in grades six through eight and for the grade-level STS tests in grades five through seven, compare results only within the same content area and grade for this year only, because 2010 is the first year performance-level data are available. No direct comparisons should be made between grades, between content areas, or between testing programs. When making comparisons, the reviewer should consider comparing the percent of students scoring proficient and advanced. This is because the state target is for all students to score at or above proficient.

Two types of comparisons are possible:

1. Comparing the average scale score; or
2. Comparing the percent of students scoring at each performance level.

Comparisons may also be made by calculating the overall percent of students within a school who scored proficient and advanced and comparing that percent to the overall percent of students in another school, the district, the county, or the state who scored proficient or advanced. The CST Summary Report, which can be found at <http://star.cde.ca.gov/>, provides this information for STAR results for the selected testing program and reporting population. Information about this report can be found on page 109.

When making comparisons across years within a given grade and content area, it is important to understand that even when the number of students is the same, the group's composition from year to year may be quite different if student mobility (transiency) is high.

When comparisons are made across years, they are actually a comparison of different groups of students with different traits taking different tests. Generally, there will be more variance in scores from year to year when small numbers of students are tested.

While there may be a valid comparison to be made between students within a grade and content area, it is *not* valid to subtract a student's or class's scale score received one year in a given content area from the scale score received the previous year in the same content area in order to show growth. While the scale scores may look the same, they are independently scaled so that differences for the same students across years cannot be calculated using basic subtraction.

Any comparison of groups between years should not be used for diagnostic, placement, or promotion or retention purposes. Decisions about promotion, retention, placement, or eligibility for special programs may use or include STAR Program results only in conjunction with multiple other measures including, but not limited to, locally administered tests, teacher recommendations, and grades.

Comparing Scale Scores and Performance Levels for Groups

An example of how *group-level* scale scores for 2010 may be compared to the 2009 scale scores for the same content area and grade is shown in Table I.3, on the next page. In this table, hypothetical average CST scale scores (SS) for ELA are compared between 2009 and 2010 for the students in a particular school. Compared with average scale scores in 2009, these data indicate slightly higher scores in 2010 for grades two, four, and six; a slightly lower score for grade five; and a virtually identical score for grade three. In addition to comparisons for all students, similar grade-by-grade comparisons of scale

A scale score is derived from a statistical process. It is *not* possible to calculate a scale score by multiplying a student's percent correct in a content area by 600.

scores may be made for different subgroups of interest. However, because the ELA (and other test) scales are independent for each grade, it is not appropriate to calculate and compare average scale scores for the entire school or across grades.

Table I.3 Hypothetical example of using the CSTs to measure growth by comparing average scale scores

<i>Grade</i>	2009 CST for ELA		2010 CST for ELA		<i>Difference</i>
	<i>No. of Students</i>	<i>Mean SS</i>	<i>No. of Students</i>	<i>Mean SS</i>	
Grade 2	120	322.2	111	333.5	11.3
Grade 3	100	331.4	124	331.7	0.3
Grade 4	90	319.9	102	323.1	3.2
Grade 5	100	334.0	94	327.6	-6.4
Grade 6	120	323.5	98	328.1	4.6

Table I.4 (below) provides a second hypothetical example of how group-level CST results may be compared. In this example, the percent of students scoring at or above proficient in ELA are compared between 2010 and 2009 across grades for the same school. Comparisons between 2010 and 2009 in Table I.4 indicate the same trends as indicated by Table I.3: a slightly higher percentage of students in grades two, four, and six scored at proficient or above, a slightly lower percentage of grade five students scored at proficient or above, and the same percentage of grade three students scored at proficient or above. Note that Table I.4 also provides a comparison of overall results for the entire school. Because “proficient or above” in ELA is a standards-based classification, 2010 and 2009 results for the entire school may be calculated by averaging across grades. The resulting school-level averages may be compared from year to year. However, for each year, these school-level averages should be weighted to reflect the number of students in each grade. For example, the results for grades two and six carry more weight in the calculations for 2009, but grades two and three carry more weight in the calculations for 2010.

While these examples have made comparisons across only one year, it is important for program evaluation that results be compared across a number of years to verify that the trend is stable.

Table I.4 Hypothetical example of using the CSTs to measure growth by comparing percentages of students at proficient and above

<i>Grade</i>	2009 CST for ELA		2010 CST for ELA		<i>Difference</i>
	<i>No. of Students</i>	<i>% Prof or Above</i>	<i>No. of Students</i>	<i>% Prof or Above</i>	
Grade 2	120	31%	111	35%	4%
Grade 3	100	33%	124	33%	0%
Grade 4	90	29%	102	31%	2%
Grade 5	100	34%	94	32%	-2%
Grade 6	120	31%	98	32%	1%
All Grades	530	32%	529	33%	1%

Comparing Scale Scores and Performance Levels for Individual Students

Standard 13.7 of the *Standards for Educational and Psychological Testing* states, “In educational settings, a decision or characterization that will have major impact on a student should not be made on the basis of a single test score. Other relevant information should be taken into account if it will enhance the overall validity of the decision.”²

In any test, one can assume that scores for an individual would vary if it were somehow possible to give the same test over and over again. For example, students may vary in their performance because of the way they are feeling on the day of the test or they may be especially lucky or unlucky when they guess at questions they

² 1999, American Educational Research Association, American Psychological Association, and National Council on Measurement in Education.

do not know. This random variation in individual scores is quantified through the use of a statistic called the standard error of measurement (SEM).

There are several features of the SEM that are useful in interpreting scale scores:

- SEMs can help evaluate the accuracy of test scores. One can interpret the SEM for an individual as one would the standard deviation for a group of test scores. Given a single score for a student, it can be assumed that if the student were to take the test over and over again, the student would score within one SEM of the observed score about 68 percent of the time and within two SEMs about 95 percent of the time.
- The SEM is not the same at all score levels. The conditional standard error of measurement (CSEM) indicates the SEM that is associated with a particular score level; that is, scale scores are more or less accurate at different points on the scale.

Appendix C lists the CSEMs at the four performance-level cut points: below basic, basic, proficient, and advanced. CSEMs for the CSTs are presented on page 139; for the grade-level CMA tests for ELA, mathematics, and science in grades three through eight, CSEMs are on page 140; and for the grade-level STS RLA and mathematics tests in grades two through seven, CSEMs are on page 140. For each content area and grade, these tables include the scale score that corresponds to the performance level cut point. The CSEMs vary by content area/grade and by performance level. In general, the CSEMs are slightly lower at the basic and proficient levels and slightly higher at the below basic and advanced levels.

Decisions about promotion, retention, placement, or eligibility for special programs may use or include CST or CMA results only in conjunction with multiple other measures including, but not limited to, locally administered tests, teacher recommendations, and grades.

Comparing Results with Percent-Correct Scores

When comparing results for the grade-level CMA for ELA (Grade 9) and CMA for Life Science (Grade 10), and the CMA for Algebra I or the STS for RLA for grades eight through eleven and EOC Algebra I and Geometry, the reviewer is limited to making comparisons within the same content area and grade; that is, grade ten ELA or RLA compared to grade ten ELA or RLA. No direct comparisons should be made between grades or between content areas, or across the years.

The results for the CMA for grade nine ELA, grade ten Life Science, and EOC Algebra I are reported as the percent of total items correct. Results for the STS for RLA in grades eight through eleven and EOC Algebra I and Geometry are presented as reporting cluster average percent correct and as the percent of total items correct for each content area and grade. The reviewer may compare results for the same grade and subject between schools or between a school and its district, its county, or the state.

Performance levels and scale scores will be available for the CMA for ELA (Grade 9), the CMA for Life Science (Grade 10), and EOC CMA for Algebra I in 2011 and for the STS for RLA in grades eight through eleven and EOC Algebra I and Geometry starting in 2012. Once these data have become available and these tests have been administered over a few years, results could be compared in the same ways and using the same methodologies that are used to compare the CSTs, CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), and STS for grades two through seven (grade-level RLA and mathematics) results.

Comparing CAPA Results

When comparing results for the CAPA, the reviewer is limited to comparisons within the same subject and CAPA level; that is, Level II mathematics compared to Level II mathematics or Level IV ELA compared to Level IV ELA. No direct comparisons should be made between test levels or content areas.

Two types of comparisons are possible:

1. Comparing the mean scale score; or
2. Comparing the percent of students scoring at each performance level.

While CAPA data may be compared for 2008 and the years prior, the reviewer may not compare results for the same subject, grade, and CAPA level within a school, between schools, or between a school and its district, its county, or the state between 2009 and the years prior because CAPA scale scores were recalibrated for

2009 and, therefore, cannot be used to compare scores to previous years. However, data may be compared for 2009 and subsequent years.

Comparisons may also be made by calculating the overall percent of students within a school who scored proficient and advanced and comparing that percent to the overall percent of students in another school, the district, the county, or the state who scored proficient (PRO) or advanced (ADV). To make a comparison of this kind, first calculate the number of students who scored proficient and advanced for the subject area at each grade and CAPA level ($[\%PRO + \%ADV]$ multiplied by the number tested for the grade and CAPA level and subject area; this equals the number scored PRO/ADV). Then add the number scored PRO/ADV for all grades and divide the sum by the total enrollment.

Part II

Report Descriptions

Chapter II.1 Report Descriptions

STAR CST/CMA, CAPA, and STS Printed Reports

Please note that the California Department of Education does not keep or maintain the CST/CMA, CAPA, or STS reports. Reports are kept and maintained at the local education agencies and subordinate levels.

All STAR assessments are criterion-referenced.

The **CSTs** measure students' progress toward mastering California content standards for ELA, mathematics, science, and history–social science.

The **CMA** is administered to students who have an individualized education program (IEP), are receiving grade-level instruction, and the student's progress to date in response to appropriate grade-level instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP plan. The tests measure students' progress toward mastering the ELA content standards for grades three through nine, the mathematics content standards for grades three through seven and EOC Algebra I, and the science content standards for grades five, eight, and ten.

The **CAPA** assesses the performance of students with significant cognitive disabilities on the California content standards for ELA and mathematics and science.

The **STS** permits students in grades two through eleven to demonstrate their achievement of the content standards for ELA and mathematics through primary language tests that are aligned to the standards.

Table II.1 2010 STAR CST/CMA, CAPA, and STS Printed Reports

2010 STAR CST/CMA, CAPA, and STS Printed Reports	
Description	Use and Distribution
Student Master List Summary (CST, CMA, CAPA, and STS)	
<p>This report summarizes student results for the CSTs, CMA, CAPA, and STS at the school, district, county, and state levels for each grade. It does <i>not</i> include any individual student information.</p> <p>Note: Summaries for specific CSTs for mathematics, science, and history–social science across grades and for specific CMA and STS tests for mathematics across grades are provided in the Student Master List Summary—End-of-Course Report.</p> <p>For each CST¹, CMA², CAPA³ grade and level, and STS⁴, the following data are summarized:</p> <ul style="list-style-type: none"> • By content area tested: <ul style="list-style-type: none"> ▪ Number of students enrolled ▪ Number and percent of students tested ▪ Number and percent of valid scores ▪ Number tested with scores 	<p>This report is a resource for evaluators, researchers, teachers, parents/guardians, community members, and administrators.</p> <p>One copy is packaged for the school, and one for the school district.</p> <p>This report is also produced for school districts, counties, and the state.</p> <p>Note: The data in this report may be shared with parents/guardians, community members, and the media only if the data are for 11 or more students.</p>

Legend

¹ CST content areas tested are English–language arts (grades two through eleven), mathematics (grades two through seven), science (grades five, eight, and ten), history–social science (grades eight and eleven), EOC mathematics (grades seven through eleven), EOC science (grades nine through eleven), and EOC history–social science (grades nine through eleven).

² CMA content areas tested are English–language arts (grades three through nine), mathematics (grades three through seven), science (grades five, eight, and ten), and EOC mathematics (grades seven through eleven).

³ CAPA content areas assessed are English–language arts, mathematics, and science.

⁴ STS content areas tested are reading/language arts (grades two through eleven), mathematics (grades two through seven), and EOC mathematics (grades seven through eleven).

⁵ Performance levels are advanced, proficient, basic, below basic, and far below basic.

2010 STAR CST/CMA, CAPA, and STS Printed Reports	
Description	Use and Distribution
<ul style="list-style-type: none"> ▪ Mean percent correct <p>For each content area tested for the CSTs, the CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), the CAPA, and the STS for grades two through seven (grade-level RLA and mathematics):</p> <ul style="list-style-type: none"> • Mean scale score • Scale score standard deviation • Number and percent of students scoring at each performance level⁵ <p>For the CSTs, the CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), and the STS for grades two through eleven only:</p> <ul style="list-style-type: none"> • The number of items for each reporting cluster and the mean percent correct • For the CSTs and CMA for grade seven, the percent of students achieving each Writing Application score <p>For the CMA for ELA (Grade 9), Life Science (Grade 10), and EOC Algebra I:</p> <ul style="list-style-type: none"> • The percent correct for each content area tested 	
Student Master List Summary—End-of-Course (CST, CMA, and STS)	
<p>This report summarizes Student Master List information for EOC CSTs for mathematics, science, and history–social science, the EOC CMA test for Algebra I, and the EOC STS tests for Algebra I and Geometry across grades at the school, district, county, and state levels. It does <i>not</i> include any individual student information. It does <i>not</i> include information on the CAPA.</p> <p>At grades seven through eleven, CSTs for end-of-course mathematics are given in the following content areas:</p> <ul style="list-style-type: none"> ▪ Algebra I (grades seven through eleven) ▪ General Mathematics (grades eight and nine) ▪ Geometry (grades eight through eleven) ▪ Algebra II (grades eight through eleven) 	<p>This report is a resource for evaluators, researchers, teachers, parents/guardians, community members, and administrators.</p> <p>One copy is packaged for the school, and one for the school district.</p> <p>This report is also produced for school districts, counties, and the state.</p> <p>Note: The data on this report may be shared with parents/guardians, community members, and the media only if the data are for 11 or more students.</p>

Legend

¹ CST content areas tested are English–language arts (grades two through eleven), mathematics (grades two through seven), science (grades five, eight, and ten), history–social science (grades eight and eleven), EOC mathematics (grades seven through eleven), EOC science (grades nine through eleven), and EOC history–social science (grades nine through eleven).

² CMA content areas tested are English–language arts (grades three through nine), mathematics (grades three through seven), science (grades five, eight, and ten), and EOC mathematics (grades seven through eleven).

³ CAPA content areas assessed are English–language arts, mathematics, and science.

⁴ STS content areas tested are reading/language arts (grades two through eleven), mathematics (grades two through seven), and EOC mathematics (grades seven through eleven).

⁵ Performance levels are advanced, proficient, basic, below basic, and far below basic.

2010 STAR CST/CMA, CAPA, and STS Printed Reports	
Description	Use and Distribution
<ul style="list-style-type: none"> ▪ Integrated Mathematics 1, 2, and 3 (grades eight through eleven) ▪ Summative High School Mathematics (grades nine through eleven). <p>At grades nine through eleven, CSTs for end-of-course science are offered in the following content areas:</p> <ul style="list-style-type: none"> ▪ Biology ▪ Chemistry ▪ Physics ▪ Earth Science ▪ Integrated/Coordinated Science 1, 2, 3, and 4 <p>Students in grades nine through eleven may also take the EOC CST for World History.</p> <p>For each of these CSTs, the following data are summarized:</p> <ul style="list-style-type: none"> • By content area tested: <ul style="list-style-type: none"> ▪ Number of students enrolled ▪ Number and percent of students tested ▪ Number and percent of valid scores ▪ Number tested with scores • Mean percent correct • Mean scale score • Scale score standard deviation • Number and percent of students scoring at each CST performance level⁵ • The number of items for each reporting cluster and the mean percent correct <p>Both the CMA for Algebra I and the STS for Algebra I are given to students in grades seven through eleven. The STS for Geometry is given to students in grades eight through eleven. The following data are summarized for each of these tests:</p> <ul style="list-style-type: none"> • Number of students enrolled • Number and percent of students tested • Number and percent of valid scores • Number tested with scores • Mean percent correct 	

Legend

¹ CST content areas tested are English–language arts (grades two through eleven), mathematics (grades two through seven), science (grades five, eight, and ten), history–social science (grades eight and eleven), EOC mathematics (grades seven through eleven), EOC science (grades nine through eleven), and EOC history–social science (grades nine through eleven).

² CMA content areas tested are English–language arts (grades three through nine), mathematics (grades three through seven), science (grades five, eight, and ten), and EOC mathematics (grades seven through eleven).

³ CAPA content areas assessed are English–language arts, mathematics, and science.

⁴ STS content areas tested are reading/language arts (grades two through eleven), mathematics (grades two through seven), and mathematics end-of-course (grades seven through eleven).

⁵ Performance levels are advanced, proficient, basic, below basic, and far below basic.

2010 STAR CST/CMA, CAPA, and STS Printed Reports	
Description	Use and Distribution
Subgroup Summary	
<p>Information on the CST, CMA, CAPA, and STS is provided on the subgroup summary reports. This set of reports disaggregates and reports results by the following subgroups:</p> <ul style="list-style-type: none"> • All students • Disability status (Disabilities among CAPA students include specific disabilities.) • Economic status • Gender • English proficiency • Primary ethnicity <p>These reports contain no individual student-identifying information and are aggregated at the school, district, county, and state levels. CAPA statistics are listed by CAPA level.</p> <p>For each subgroup within a report and for the total number of students, the following data are included:</p> <ul style="list-style-type: none"> • Total number tested in the subgroup • Percent tested in the subgroup as a percent of all students tested • Number and percent of valid scores • Number tested who received scores • Mean scale score for the CSTs (all), CMA (grades three through eight grade-level ELA, mathematics, and science), CAPA (all), and STS (grade-level RLA and mathematics in grades two through seven) • Standard deviation of scale score for the CSTs (all), CMA (grades three through eight grade-level ELA, mathematics, and science), CAPA (all), and STS (grade-level RLA and mathematics in grades two through seven) • Number and percent of students scoring at each performance level⁵ for the CSTs (all), CMA (grades three through eight grade-level ELA, mathematics, and science), CAPA (all), and STS (grade-level RLA and mathematics in grades two through seven) 	<p>This report is a resource for evaluators, researchers, teachers, parents/guardians, community members, and administrators.</p> <p>One copy is packaged for the school, and one for the school district.</p> <p>This report is also produced for school districts, counties, and the state.</p> <p>Note: The data on this report may be shared with parents/guardians, community members, and the media only if the data are for 11 or more students.</p>

Legend

- ¹ CST content areas tested are English–language arts (grades two through eleven), mathematics (grades two through seven), science (grades five, eight, and ten), history–social science (grades eight and eleven), EOC mathematics (grades seven through eleven), EOC science (grades nine through eleven), and EOC history–social science (grades nine through eleven).
- ² CMA content areas tested are English–language arts (grades three through nine), mathematics (grades three through seven), science (grades five, eight, and ten), and EOC mathematics (grades seven through eleven).

- ³ CAPA content areas assessed are English–language arts, mathematics, and science.
- ⁴ STS content areas tested are reading/language arts (grades two through eleven), mathematics (grades two through seven), and EOC mathematics (grades seven through eleven).
- ⁵ Performance levels are advanced, proficient, basic, below basic, and far below basic.

2010 STAR CST/CMA, CAPA, and STS Printed Reports	
Description	Use and Distribution
<ul style="list-style-type: none"> • Percent correct for each content area for the grade-level CMA for grade nine ELA, grade ten Life Science, and EOC Algebra I • Percent correct for each content area for the STS for RLA in grades eight through eleven and EOC Algebra I and Geometry 	
Subgroup Summary—Ethnicity for Economic Status	
<p>This report, a part of the Subgroup Summary, disaggregates and reports results by cross-referencing each ethnicity with economic status. The economic status for each student is “economically disadvantaged,” “not economically disadvantaged,” or “economic status unknown.” A student is defined as “economically disadvantaged” if both parents have not received a high school diploma <i>or</i> the student is eligible to participate in the free or reduced-price lunch program also known as the National School Lunch Program (NSLP).</p> <p>As with the standard Subgroup Summary, this disaggregation contains no individual student-identifying information and is aggregated at the school, district, county, and state levels. CAPA statistics are listed by CAPA level.</p> <p>Information for the CSTs, CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), and CAPA are provided on this report. For each subgroup within a report, and for the total number of students, the following data are included:</p> <ul style="list-style-type: none"> • Total number tested in the subgroup • Percent tested in the subgroup as a percent of all students tested • Number and percent of valid scores • Number tested who received scores • Mean scale score • Standard deviation of scale score • Number and percent of students scoring at each performance level⁵ 	<p>This report is a resource for evaluators, researchers, teachers, parents/guardians, community members, and administrators.</p> <p>One copy is packaged for the school, and one for the school district.</p> <p>This report is also produced for school districts, counties, and the state.</p> <p>Note: The data on this report may be shared with parents/guardians, community members, and the media only if the data are for 11 or more students.</p>

Legend

¹ CST content areas tested are English–language arts (grades two through eleven), mathematics (grades two through seven), science (grades five, eight, and ten), history–social science (grades eight and eleven), EOC mathematics (grades seven through eleven), EOC science (grades nine through eleven), and EOC history–social science (grades nine through eleven).

² CMA content areas tested are English–language arts (grades three through nine), mathematics (grades three through seven), science (grades five, eight, and ten), and EOC mathematics (grades seven through eleven).

³ CAPA content areas assessed are English–language arts, mathematics, and science.

⁴ STS content areas tested are reading/language arts (grades two through eleven), mathematics (grades two through seven), and mathematics end-of-course (grades seven through eleven).

⁵ Performance levels are advanced, proficient, basic, below basic, and far below basic.

2010 STAR CST/CMA, CAPA, and STS Printed Reports	
Description	Use and Distribution
Student Record Label	
<p>These reports are printed on adhesive labels to be affixed to the student’s permanent school records. Each student shall have an individual record of accomplishment that includes STAR testing results (see California <i>EC</i> Section 60607[a]).</p> <p>For the CSTs¹:</p> <ul style="list-style-type: none"> • Scale scores • Performance levels⁵ • California Reading List (CRL) Number <p>For the CMA² for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight) and the STS⁴ for grades two through seven (grade-level RLA and mathematics):</p> <ul style="list-style-type: none"> • Scale scores • Performance levels⁵ <p>For the CMA for grade nine ELA, CMA for grade ten Life Science, and CMA for Algebra I and the STS for RLA in grades eight through eleven and EOC Algebra I and Geometry:</p> <ul style="list-style-type: none"> • Percent correct <p>For the CAPA³:</p> <ul style="list-style-type: none"> • Scale scores and performance levels⁵ 	<p>This report includes individual student results and is not distributed beyond the student’s school.</p> <p>A school will receive more than one record label for a student if that student took the STS with any combination of the CSTs and CMA.</p>
Student Master List	
<p>This report is an alphabetical roster that presents individual student results on the CSTs, CMA, CAPA, and STS.</p> <p>For the CSTs:</p> <ul style="list-style-type: none"> • Percent correct for each reporting cluster within each content area¹ tested • A scale score and a performance level⁵ for each content area¹ tested • Writing score (CST in grade seven only) • California Reading List number <p>For the CMA² for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight) and the STS⁴ for grades two through</p>	<p>This report provides administrators and teachers with all students’ CST, CMA, CAPA, and STS results within each grade or within each grade and year-round schedule at a school.</p> <p>Because this report includes individual student results, it is not distributed beyond the student’s school.</p>

Legend

¹ CST content areas tested are English–language arts (grades two through eleven), mathematics (grades two through seven), science (grades five, eight, and ten), history–social science (grades eight and eleven), EOC mathematics (grades seven through eleven), EOC science (grades nine through eleven), and EOC history–social science (grades nine through eleven).

² CMA content areas tested are English–language arts (grades three through nine), mathematics (grades three through seven), science (grades five, eight, and ten), and EOC mathematics (grades seven through eleven).

³ CAPA content areas assessed are English–language arts, mathematics, and science.

⁴ STS content areas tested are reading/language arts (grades two through eleven), mathematics (grades two through seven), and EOC mathematics (grades seven through eleven).

⁵ Performance levels are advanced, proficient, basic, below basic, and far below basic.

2010 STAR CST/CMA, CAPA, and STS Printed Reports	
Description	Use and Distribution
<p>seven (grade-level RLA and mathematics):</p> <ul style="list-style-type: none"> • Percent correct for each reporting cluster within each content area tested • A scale score and a performance level⁵ for each content area tested • Writing score (CMA in grade seven only) <p>For the grade-level CMA for grade nine ELA, CMA for grade ten Life Science, and CMA for Algebra I:</p> <ul style="list-style-type: none"> • Percent correct for the content area tested <p>For the CAPA:</p> <ul style="list-style-type: none"> • A scale score and a performance level⁵ for each content area³ tested <p>For the STS for RLA in grades eight through eleven and EOC Algebra I and Geometry:</p> <ul style="list-style-type: none"> • Percent correct for the content area tested • Percent correct for each reporting cluster within each content area tested 	
The STAR Student Report—CST A report for the CSTs based on the tests the student took.	
<p>This report provides parents/guardians and teachers with the student's results, presented in tables and graphs. Data presented include:</p> <ul style="list-style-type: none"> • Scale scores • Performance levels⁵ • Number and percent correct in each reporting cluster • Comparison of the student's scores on specific reporting clusters to the range of scores of students statewide who scored proficient on the total test • Student's California Reading List number <p>The report is formatted with the student's mailing address positioned for use in windowed envelopes for mailing to parents/guardians if the school district provided mailing addresses.</p> <p>A student who took both CST and CMA tests will receive two Student Reports.</p>	<p>This report includes individual student results and is not distributed beyond parents/guardians and the student's school.</p> <p>Two copies of this report are provided for each student. One is for the student's current teacher, and one is to be distributed by the school district to parents/guardians.</p> <p>For mailing, use a #10 left-hand window envelope. Fold the report in thirds so the address, if printed, will appear in the window.</p>

Legend

¹ CST content areas tested are English–language arts (grades two through eleven), mathematics (grades two through seven), science (grades five, eight, and ten), history–social science (grades eight and eleven), EOC mathematics (grades seven through eleven), EOC science (grades nine through eleven), and EOC history–social science (grades nine through eleven).

² CMA content areas tested are English–language arts (grades three through nine), mathematics (grades three through seven), science (grades five, eight, and ten), and EOC mathematics (grades seven through eleven).

³ CAPA content areas assessed are English–language arts, mathematics, and science.

⁴ STS content areas tested are reading/language arts (grades two through eleven), mathematics (grades two through seven), and mathematics end-of-course (grades seven through eleven).

⁵ Performance levels are advanced, proficient, basic, below basic, and far below basic.

2010 STAR CST/CMA, CAPA, and STS Printed Reports	
Description	Use and Distribution
The STAR Student Report—CMA A report for the CMA based on the tests the student took.	
<p>This report provides parents/guardians and teachers with the student's results, presented in tables and graphs. For grades three through eight, the report shows performance-level results for the grade-level tests taken in ELA, mathematics, and science (grades five and eight). For grade nine ELA, grade ten Life Science, and EOC Algebra I, the report shows percent correct by each CMA content area taken by the student.</p> <p>For grades three through eight only (grade-level ELA, mathematics, and science, but not for Algebra I), data presented include:</p> <ul style="list-style-type: none"> • Scale scores • Performance levels⁵ • Number and percent correct in each reporting cluster • Comparison of the student's scores on specific reporting clusters to the range of scores of students statewide who scored proficient on the total test <p>The report is formatted with the student's mailing address positioned for use in windowed envelopes for mailing to parents/guardians if the school district provided mailing addresses.</p> <p>A student who took both CST and CMA tests will receive two Student Reports.</p>	<p>This report includes individual student results and is not distributed beyond parents/guardians and the student's school.</p> <p>Two copies of this report are provided for each student. One is for the student's current teacher, and one is to be distributed by the school district to parents/guardians.</p> <p>For mailing, use a #10 left-hand window envelope. Fold the report in thirds so the address, if printed, will appear in the window.</p>
The STAR Student Report—CAPA	
<p>This report provides parents/guardians and teachers with the student's results, presented in tables and graphs. Data presented include:</p> <ul style="list-style-type: none"> • Scale scores • Performance levels⁵ <p>The report is formatted with the student's mailing address positioned for use in windowed envelopes for mailing to parents/guardians if the school district provided mailing addresses.</p>	<p>This report includes individual student results and is not distributed beyond parents/guardians and the student's school.</p> <p>Two copies of this report are provided for each student. One is for the student's current teacher, and one is to be distributed by the school district to parents/guardians.</p> <p>For mailing, use a #10 left-hand window envelope. Fold the report in thirds so the address, if printed, will appear in the window.</p>

Legend

- ¹ CST content areas tested are English–language arts (grades two through eleven), mathematics (grades two through seven), science (grades five, eight, and ten), history–social science (grades eight and eleven), EOC mathematics (grades seven through eleven), EOC science (grades nine through eleven), and EOC history–social science (grades nine through eleven).
- ² CMA content areas tested are English–language arts (grades three through nine), mathematics (grades three through seven), science (grades five, eight, and ten), and EOC mathematics (grades seven through eleven).

- ³ CAPA content areas assessed are English–language arts, mathematics, and science.
- ⁴ STS content areas tested are reading/language arts (grades two through eleven), mathematics (grades two through seven), and EOC mathematics (grades seven through eleven).
- ⁵ Performance levels are advanced, proficient, basic, below basic, and far below basic.

2010 STAR CST/CMA, CAPA, and STS Printed Reports	
Description	Use and Distribution
The STAR Student Report—STS A report for the STS based on the tests the student took.	
<p>This report provides parents/guardians and teachers with the student's results, presented in tables and graphs. For grades two through seven, the report shows performance-level results for the grade-level RLA and mathematics tests taken. For grades eight through eleven RLA and EOC Algebra I and Geometry, the report shows percent correct for each content area and reporting cluster within the content area.</p> <p>For grades two through seven only (but not for Algebra I), data presented include:</p> <ul style="list-style-type: none"> • Scale scores • Performance levels⁵ • Number and percent correct in each reporting cluster • Comparison of the student's scores on specific reporting clusters to the range of scores of students statewide who scored proficient on the total test <p>The report is formatted with the student's mailing address positioned for use in windowed envelopes for mailing to parents/guardians if the school district provided mailing addresses.</p> <p>Because students who take the STS must also take the grade-level CSTs or CMA, those students will likely receive two and as many as three Student Reports.</p>	<p>This report includes individual student results and is not distributed beyond parents/guardians and the student's school.</p> <p>Two copies of this report are provided for each student. One is for the student's current teacher, and one is to be distributed by the school district to parents/guardians.</p> <p>For mailing, use a #10 left-hand window envelope. Fold the report in thirds so the address, if printed, will appear in the window.</p>

Legend

- ¹ CST content areas tested are English–language arts (grades two through eleven), mathematics (grades two through seven), science (grades five, eight, and ten), history–social science (grades eight and eleven), EOC mathematics (grades seven through eleven), EOC science (grades nine through eleven), and EOC history–social science (grades nine through eleven).
- ² CMA content areas tested are English–language arts (grades three through nine), mathematics (grades three through seven), science (grades five, eight, and ten), and EOC mathematics (grades seven through eleven).

- ³ CAPA content areas assessed are English–language arts, mathematics, and science.
- ⁴ STS content areas tested are reading/language arts (grades two through eleven), mathematics (grades two through seven), and mathematics end-of-course (grades seven through eleven).
- ⁵ Performance levels are advanced, proficient, basic, below basic, and far below basic.






Viewing Report Samples

Report samples are presented in this section as follows:

1. A table presents an overview of the purpose, format, action, and focus of the report.
2. Sample sections of the report are presented with numbered callouts and corresponding descriptions.
3. Samples of the complete report are presented.

Report Modes

Individual and summary STAR results are reported in the following modes:

Mode	Report	Levels Available
 Paper reports	The STAR Student Report for the CSTs	Individual student
	The STAR Student Report for the CMA	Individual student
	The STAR Student Report for the CAPA	Individual student
	The STAR Student Report for the STS	Individual student
 Adhesive labels	STAR Student Record Label	Individual student
 Paper reports	STAR Student Master List	List of students by grade/school or by grade and year-round schedule, for all tests
 Paper reports	STAR Student Master List Summary STAR Subgroup Summary	Aggregate data for the district and school, sorted by grade, by test, and, for the subgroup summaries, by demographic subgroup
 CD-ROM	Student Data	<p>Individual student—two electronic files:</p> <p>One file includes results for the CSTs/CMA, CAPA, or STS, student demographic data, and subscore data. Demographic data are included for students who were enrolled on the first day of testing but were not tested.</p> <p>The second file includes student names and other identifying data as well as the accommodations, modifications, special conditions for each student, English learner test variation data, and irregularity data.</p> <p>The files will be stored on one or more CD-ROMs.</p>

Data displayed on the samples in this guide are for demonstration purposes only and may not reflect valid data.

Chapter II.2 Summary Reports

STAR Student Master List Summary

Purpose	To summarize the performance of a group of students (a grade within a school, a district, a county, or the state) on the CSTs, CMA, CAPA, and STS. Includes data for all students on the Student Master List.
Format	A grade-level report for each grade in the school, district, or county. Results for all CSTs, the CMA, the CAPA, and the STS administered at each grade are on the report.
Action	Test site coordinators and school administrators should review for accuracy and completeness and use these results for reporting schoolwide results to school staff and the public.
Focus	<ul style="list-style-type: none"> ▪ Summary of student performance on the CSTs, CMA, and STS by grade and test. Scores for all CSTs, the CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), and the STS include performance on the reporting clusters. Scores for the grade-level CMA for grade nine ELA, grade ten Life Science, and EOC Algebra I are shown for content area only. ▪ Summary of student performance on the CAPA by grade and CAPA level.

For the lists of the 2010 reporting clusters and the number of questions for each, see Appendix A. For CSTs, data start on page 121; for the CMA, data start on page 129; and for the STS, data start on page 132. There are no reporting clusters for the CAPA.

Table II.2 STAR Student Master List Summary Descriptions

1. Number Enrolled	For the content area, number of multiple-choice answer documents submitted minus the number of answer documents marked to indicate that the student enrolled after the first day and was subsequently tested.
2. Number Tested	For the content area, number of students who responded to any questions on the test or whose answer documents were marked to indicate that the student tested but marked no answers.
3. Percent Tested	For the content area, number of students tested, divided by the number of students enrolled, multiplied by 100, and rounded to the nearest tenth $[(\text{Number tested} / \text{Number enrolled}) * 100, \text{rounded to nearest tenth}]$. In some cases, the percent tested may exceed 100 because of students who enrolled after testing started and were subsequently tested.
4. Number Valid Scores	For the content area, number of students tested at grade level who received a score for the test (that is, a scale score or percent correct). For aggregate reporting and accountability purposes, this number does not include: <ul style="list-style-type: none"> • Incomplete tests • Tests taken with modifications • Students who took the STS who are non–English learners • Students with inconsistent grades (test did not match student’s grade level)
5. Percent Valid Scores	For the content area, number of valid scores, divided by the number of students tested, multiplied by 100, and rounded to the nearest whole number $[(\text{Number valid scores} / \text{Number tested}) * 100, \text{rounded to nearest whole number}]$.
6. Number Tested with Scores	For the content area, number of students who took tests and whose testing resulted in scores. Number includes students who tested with modifications but not: <ul style="list-style-type: none"> • Incomplete tests • Students who took the STS who are non–English learners • Students with inconsistent grades (test did not match student’s grade level)
7. Mean Percent Correct	For the content area, sum of all the raw scores for valid tests, divided by the number of students with valid scores, divided by the number of questions on the test, multiplied by 100, and rounded to the nearest whole number $[(\sum \text{Raw scores} / \# \text{ of valid scores}) / \text{Total questions}] * 100, \text{rounded to nearest whole number}]$. Does not apply to the CAPA.
8. Number (#)	For the content area, number of students’ scores at each performance level. Applies to all CSTs, the CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), all CAPA tests, and the STS for grades two through seven (grade-level RLA and mathematics).

9. Percent (%)	For the content area, percent of students' scores at each performance level. Applies to all CSTs, CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), all CAPA tests, and STS for grades two through seven (grade-level RLA and mathematics).
10. Performance Levels	<p>One of five ranges of scale scores: advanced, proficient, basic, below basic, or far below basic. The target is for all students to score proficient or advanced. Applies to all CSTs, CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), all CAPA tests, and STS for grades two through seven (grade-level RLA and mathematics).</p> <p>Note: Scores for students given the CSTs or STS and tested with modifications are counted in the far below basic level for aggregate reporting and accountability purposes only.</p>
11. Mean Scale Score	<p>For the content area, average of the valid scale scores for the group of students [(Sum of valid scale scores / Number of valid scale scores)]. Scale score values are as follows:</p> <p>CSTs—150 to 600, with 350 as the lowest score for a proficient performance level</p> <p>CMA—150 to 600, with 350 as the lowest score for a proficient performance level</p> <p>CAPA—15 to 60, with 35 as the lowest score for a proficient performance level</p> <p>STS—150 to 600, with 350 as the lowest score for a proficient performance level</p> <p>Applies to all CSTs, CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), all CAPA tests, and STS for grades two through seven (grade-level RLA and mathematics).</p>
12. Scale Score Standard Deviation	Standard deviation (SD) of the scale scores for a group of students. The scale score SD indicates how far away scale scores are from the scale score mean. About 68 percent of the scores will be plus or minus one standard deviation from the mean. About 95 percent of the scores will be within plus or minus two standard deviations from the mean. Applies to all CSTs, CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), all CAPA tests, and STS for grades two through seven (grade-level RLA and mathematics).
13. Reporting Clusters	Names of reporting clusters for CSTs, CMA tests for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), and STS (grade-level RLA and mathematics) tests. These vary by grade and content area. Does not apply to the grade-level CMA for grade nine ELA or grade ten Life Science, the EOC CMA for Algebra I, or the CAPA.
14. Number Possible	For the reporting cluster, number of questions. Does not apply to the grade-level CMA for grade nine ELA or grade ten Life Science or the EOC CMA for Algebra I, or the CAPA.
15. Mean Percent Correct	For the reporting cluster, the mean percent correct. Does not apply to the grade-level CMA for grade nine ELA or grade ten Life Science, the EOC CMA for Algebra I, or the CAPA.

See sample on page 34.

Writing Application Percent

For context, see sample on page 34. For the grade seven CST and CMA only. Percent of student scores at each Writing Application Score (2, 4, 6, or 8 for the CST for Writing and 1, 2, 3, or 4 for the CMA for Writing).

Percent of Students with CST Writing Application Score of:												Percent of Students with CMA Writing Application Score of:											
2	4	6	8		B	C	I	L	R	T	W	1	2	3	4		B	C	I	L	R	T	W
2	11	64	24		1	0	0	0	1	0	0	25	25	25	23		0	0	1	0	1	0	0

Writing Application Score Codes

Not shown here; see sample on page 34. For the grade seven CST and CMA only. Percent of students who did not receive a writing application score, by code:

- B –The student submitted a blank paper.
- C –The student copied the task instead of completing it.
- I –The student’s writing was illegible.
- L –The student wrote in a language other than English.
- R –The student refused to write.
- T –The student wrote an essay on something other than the assigned topic.
- W –The student wrote on a prompt from an earlier testing period.

Percent of Students with CST Writing Application Score of:												Percent of Students with CMA Writing Application Score of:											
2	4	6	8		B	C	I	L	R	T	W	1	2	3	4		B	C	I	L	R	T	W
2	11	64	24		1	0	0	0	1	0	0	25	25	25	23		0	0	1	0	1	0	0

ELA scale scores and performance levels for students with codes C, I, L, T, or NT (not tested) are calculated using a raw-score-to-scale-score conversion chart with a maximum raw score of 75 points for the grade seven CST or 54 points for the grade seven CMA. ELA scale scores and performance levels for students with codes B, R, and W or with numeric scores are calculated using a raw-score-to-scale-score conversion chart with a maximum raw score of 83 points for the grade seven CST or 58 points for the grade seven CMA.

Student Master List Summary Samples **Grade Five**



Student Master List Summary: CST, CMA, CAPA, and STS Grade 5

School: Any School
School Code: 1111111
District: Any District
County/District Code: 9999999
Test Date: Spring 2010

	Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Number Tested with Scores	Mean Percent Correct	Performance Levels										Mean Scale Score	Scale Score SD
								Advanced		Proficient		Basic		Below Basic		Far Below Basic			
								#	%	#	%	#	%	#	%	#	%		
English Language Arts	75	71	94.7	71	100	71	51	3	4	14	20	24	34	16	23	14	20	313.3	48.7
Mathematics	75	71	94.7	71	100	71	52	10	14	13	18	12	17	22	31	14	20	321.7	88.4
Science	75	71	94.7	71	100	71	51	0	0	17	24	14	20	17	24	23	32	299.1	47.1
ELA CMA	75	4	5.3	4	100	4	49	2	50	1	25	1	25	0	0	0	0	369.5	65.2
Math CMA	75	4	5.3	4	100	4	49	2	50	1	25	1	25	0	0	0	0	369.5	65.2
Science CMA	75	4	5.3	4	100	4	48	0	0	1	25	2	50	1	25	0	0	318.5	46.7
ELA CAPA Level III	75	1	.09	1	100	1				1	100							35	0.0
Math CAPA Level III	75	1	.09	1	100	1				1	100							37	0.0
Science CAPA Level III	75	1	.09	1	100	1				1	100							37	0.0
RLA-STS	75	58	77.3	58	100	58	68	10	17	26	45	17	29	3	5	2	3	354.2	40.1
Math-STS	75	58	77.3	58	100	58	68	14	24	23	40	11	19	9	16	1	2	376.9	70.7

English Language Arts						Mathematics				
Reading			Writing							
Detailed Information	Word Analysis & Vocabulary	Reading Comprehension	Literary Resp. & Ana	Written Conventions	Writing Strategies	Estimation, Perc. & Factor	Operations with Fract & Decimal	Algebra and Functions	Measurement and Geometry	Statistics, Data Ana & Pro
Number Possible	14	16	12	17	16	12	17	17	15	4
Mean Percent Correct	54	44	53	55	47	49	52	56	48	63
Science										
Detailed Information	Physical Science 5	Physical Science 4	Life Science 5	Life Science 4	Earth Science 5	Earth Science 4				
Number Possible	11	8	13	9	11	8				
Mean Percent Correct	55	55	52	45	51	46				

ELA CMA					Math CMA			
Reading			Writing					
Detailed Information	Vocabulary	Reading for Understanding	Language		Number Sense	Algebra and Data Analysis	Measurement and Geometry	
Number Possible	8	18	22		21	17	10	
Mean Percent Correct	44	48	56		43	51	54	
Science								
Detailed Information	Physical Sciences	Life Sciences	Earth Sciences					
Number Possible	16	16	16					
Mean Percent Correct	48	48	48					

	RLA-STS					Math-STS				
	Reading		Writing							
	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies	Decimals, Fractions, and Negative Numbers	Operations and Factoring	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
Detailed Information										
Number Possible	14	16	12	17	16	12	17	17	15	4
Mean Percent Correct	76	65	59	75	60	70	66	68	67	72

Grade Seven (Without CAPA)



STAR
Standardized Testing
And Reporting

Student Master List Summary: CST, CMA and STS Grade 7

School: Any School
School Code: 1111111
District: Any District
County/District Code: 9999999
Test Date: Spring 2010

								Performance Levels										Mean Scale Score	Scale Score SD
	Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Number Tested with Scores	Mean Percent Correct	Advanced		Proficient		Basic		Below Basic		Far Below Basic			
								#	%	#	%	#	%	#	%	#	%		
English Language Arts	164	159	97	157	99	157	70	49	31	60	38	35	22	9	6	6	4	370.9	56
Mathematics	164	156	95	156	100	156	57	11	7	48	31	61	39	28	18	8	5	335.1	56.5
Algebra I	164	45	27	45	100	45	62	7	15	19	42	10	22	8	18	1	3	360.8	63.9
ELA CMA	164	28	17	28	100	28	69	7	25	10	37	7	25	4	13	0	0	361.9	58.8
Math CMA	164	22	13	22	100	22	63	6	25	6	29	7	31	2	8	1	6	357.5	56.5
ELA-STS	164	58	35	58	100	58	68	10	17	26	45	17	29	3	5	2	3	367.8	54.3
Math-STS	164	58	35	58	100	58	68	14	24	23	40	11	19	9	16	1	2	376.9	70.7
Algebra I	164	1	0.6	1	100	1	40	0	0	0	0	0	0	1	100	0	0	232	0

Detailed Information	English Language Arts					Mathematics					
	Reading		Writing			Rational Numbers		Exponents, Powers, and Roots		Quant. Relationships and Evaluating Expressions	
	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies	Measurement and Geometry	Statistics, Data Analysis, and Probability				
Number Possible	11	18	13	16	17	14	8	10	15	13	5
Mean Percent Correct	72	75	68	69	64	59	56	54	60	53	63

Percent of Students with CST Writing Application Score of:										
2	4	6	8		B	C	I	L	R	T
2	11	64	24		1	0	0	0	1	0

Percent of Students with CMA Writing Application Score of:										
1	2	3	4		B	C	I	L	R	T
25	25	25	23		0	0	1	0	1	0

Detailed Information	ELA-CMA				Math-CMA			
	Vocabulary	Language	Reading for Understanding		Number Sense	Algebra and Data Analysis	Measurement and Geometry	
Number Possible	9	22	23		18	25	11	
Mean Percent Correct	73	66	68		63	64	61	

Detailed Information	ELA-STS					Math-STS					
	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies	Rational Numbers	Exponents, Powers, and Roots	Quant. Relationships and Evaluating Expressions	Multistep Problems, Graphing, and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
Number Possible	11	18	13	16	17	14	8	10	15	13	5
Mean Percent Correct	72	69	68	69	64	71	66	68	65	67	69

STAR Student Master List Summary: End-of-Course

Purpose	To summarize Student Master List information for EOC CSTs across grades for mathematics (such as Algebra I), science (such as Biology), and history–social science (for World History), for the EOC CMA for Algebra I, and for the EOC STS for Algebra I and Geometry at the school and district levels. EOC CSTs, CMA, and STS tests for mathematics may be taken by students in grades seven through eleven. EOC CSTs for science may be taken by students in grades nine through eleven. The EOC CST for World History may be taken by students in grades nine through eleven.
Format	A mathematics, science, or history–social science EOC report for all students in the school who took the test. Results are by grade level as well as the total for students in all grades. Blank rows appear for tests not administered. EOC details are broken out by reporting cluster.
Action	Test site coordinators and school administrators should review for accuracy and completeness and use the results for reporting schoolwide results to school staff and the public.
Focus	<ul style="list-style-type: none"> ▪ CST—Summary of student performance on the EOC CSTs for mathematics, science, and history–social science, including performance levels and reporting cluster results by grade level and all students tested. ▪ CMA—For the EOC CMA test, reporting cluster data are not provided. ▪ STS—For the EOC STS tests, reporting cluster results by grade level and all students tested are provided.

Explanation of End-of-Course Mathematics Student Master List Summary



STAR
Standardized Testing
And Reporting

Student Master List Summary: California Standards Tests Algebra I

School: Any School
School Code: 1111111
District: Any District
County/District Code: 9999999
Test Date: Spring 2010

1. Number Enrolled		2. Number Tested		4. Number Valid Scores		6. Number Tested with Scores		8. Number (#)		10. Performance Levels										12. Scale Score Standard Deviation	
		Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Number Tested with Scores	Mean Percent Correct	Performance Levels										Mean Scale Score	Scale Score SD	
									Advanced		Proficient		Basic		Below Basic		Far Below Basic				
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Grade 7		146	51	34.9	51	100	51	50	2	4	16	31	21	41	11	22	1	2	335.1	47.4	
Grade 8		165	56	33.9	56	100	56	38	0	0	5	9	16	29	33	59	2	4	297.4	32.3	
Grade 9		130	29	22.3	28	100	28	34	0	0	1	4	9	32	15	54	3	11	283.4	27.5	
Grade 10		109	11	10.0	11	100	11	35	0	0	2	18	1	9	5	45	3	27	284.7	46.8	
Grade 11		109	11	10.0	11	100	11	35	0	0	2	18	1	9	5	45	3	27	284.7	46.8	
Total		550	147	26.7	146	100	146	41	2	1	24	16	47	32	64	44	9	6	306.9	44.2	

3. Percent Tested		5. Percent Valid Scores		7. Mean Percent Correct		9. Percent (%)		11. Mean Scale Score	
		Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct
Grade 7									
Grade 8		17	60	14	41	21	52	13	42
Grade 9		17	48	14	29	21	42	13	28
Grade 10		17	41	14	26	21	38	13	27
Grade 11		17	37	14	31	21	36	13	34
Total		17	47	14	32	21	42	13	33

13. Reporting Clusters											
Number Properties, Operations, Linear Equations				Graphing and Systems of Linear Equations		Quadratics and Polynomials		Functions and Rational Expressions			
Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct
Grade 7											
Grade 8	17	60	14	41	21	52	13	42			
Grade 9	17	48	14	29	21	42	13	28			
Grade 10	17	41	14	26	21	38	13	27			
Grade 11	17	37	14	31	21	36	13	34			
Total	17	47	14	32	21	42	13	33			


Note: These reports were generated for grades 7-11 for up to 15. Mean Percent Correct grades not tested; Blank columns indicate Reporting Clusters not used for this test.

Table II.3 STAR Student Master List Summary: End-of-Course Descriptions


1. Number Enrolled	For the grade, number of multiple-choice answer documents submitted minus the number of answer documents marked to indicate that student enrolled after the first day and was subsequently tested.
2. Number Tested	For the content area, number of students, by grade and school, who responded to any questions on the test or whose answer documents were marked to indicate that the student tested but marked no answers.
3. Percent Tested	For the grade, number of students tested, divided by the number of students enrolled, multiplied by 100, and rounded to the nearest tenth $[(\text{Number tested} / \text{Number enrolled}) * 100, \text{rounded to nearest tenth}]$.
4. Number Valid Scores	For the content area, number of students tested at grade level who received a score for the test (that is, a scale score or percent correct). For aggregate reporting and accountability purposes, this number does not include: <ul style="list-style-type: none"> • Incomplete tests • Tests taken with modifications • Students with inconsistent grades (test did not match student's grade level) • Unknown EOC mathematics or science test (student did not mark which test was taken); for students in grade seven, if no test was marked, then the default mathematics test is the grade seven mathematics test
5. Percent Valid Scores	For the grade, number of valid scores, divided by the number of students tested, multiplied by 100, and rounded to the nearest whole number $[(\text{Number valid scores} / \text{Number tested}) * 100, \text{rounded to nearest whole number}]$.
6. Number Tested with Scores	For the grade and content area, number of students whose testing resulted in scores. Number includes students who tested with modifications but does not include: <ul style="list-style-type: none"> • Incomplete tests • Students with inconsistent grades (test did not match student's grade level) • Unknown EOC mathematics or science test (student did not mark which test was taken); for students in grade seven, if no test was marked, then the default mathematics test is the grade seven mathematics test
7. Mean Percent Correct	For the grade, sum of all the raw scores for valid tests, divided by the number of students with valid scores, divided by the number of questions on the test, multiplied by 100, and rounded to the nearest whole number $[(\sum \text{Raw scores} / \# \text{ of Valid scores}) / \text{Total questions}] * 100, \text{rounded to nearest whole number}]$.
8. Number (#)	For the grade, number of students' scores at each performance level. For CSTs only. This information is not reported for the EOC CMA or STS tests in 2010.
9. Percent (%)	For the grade, percent of students' scores at each performance level. For CSTs only. This information is not reported for the EOC CMA or STS tests in 2010.

10. Performance Levels	For the EOC CSTs only, one of five ranges of scale scores: advanced, proficient, basic, below basic, or far below basic. The target is for all students to score proficient or advanced. <i>Note:</i> Scores for students tested with modifications are counted in the far below basic level for aggregate reporting and accountability purposes only.
11. Mean Scale Score	For the grade, average of the valid scale scores for the group of students [(Sum of valid scale scores / Number valid scale scores)]. (The scale score is a value from 150 to 600, with 350 as the lowest score for a proficient performance level.) For CSTs only. This information is not reported for the EOC CMA or STS tests in 2010.
12. Scale Score Standard Deviation	SD of the scale scores for a group of students. The scale score SD indicates how far away scale scores are from the scale score mean. About 68 percent of the scores will be plus or minus one standard deviation from the mean. About 95 percent of the scores will be within plus or minus two standard deviations from the mean. For CSTs only. This information is not reported for the EOC CMA or STS tests in 2010.
13. Reporting Clusters	Names of reporting clusters. For CSTs and STS only. These vary by content area. This information is not reported for the EOC CMA in 2010.
14. Number Possible	For the reporting cluster, number of questions. For CSTs and STS only. This information is not reported for the EOC CMA in 2010.
15. Mean Percent Correct	For the reporting cluster, mean percent correct. For CSTs and STS only. This information is not reported for the EOC CMA in 2010.

End-of-Course Student Master List Summary Samples EOC Algebra I

 STAR Standard Testing And Reporting	Student Master List Summary: CMA Algebra I				School: School Code:	Any School 111111
					District: County/District Code: Test Date:	Any District 999999 Spring 2010

	Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Number Tested with Scores	Mean Percent Correct
Grade 7							
Grade 8							
Grade 9	47	16	34.0	16	100	16	60
Grade 10	60	16	26.7	16	100	16	55
Grade 11	37	2	5.4	2	100	2	46
Total	144	34	23.6	34	100	34	56

 STAR Standard Testing And Reporting	Student Master List Summary: California Standards Tests Algebra I				School: School Code:	Any School 111111
					District: County/District Code: Test Date:	Any District 999999 Spring 2010

	Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Number Tested with Scores	Mean Percent Correct	Performance Levels										Mean Score	Scale Score SD
								Advanced	Proficient	Basic	Below Basic	Far Below Basic							
Grade 7								#	%	#	%	#	%	#	%	#	%		
Grade 8	146	51	34.9	51	100	51	50	2	4	16	31	21	41	11	22	1	2	335.1	47.4
Grade 9	165	56	33.9	56	100	56	38	0	0	5	9	16	29	33	50	2	4	297.4	32.3
Grade 10	130	29	22.3	28	100	28	34	0	0	1	4	9	32	15	54	3	11	283.4	27.5
Grade 11	109	11	10.0	11	100	11	35	0	0	2	18	1	9	5	45	3	27	284.7	46.8
Total	550	147	26.7	146	100	146	41	2	1	24	16	47	32	64	44	9	6	306.9	44.2

 STAR Standard Testing And Reporting	Student Master List Summary: STS Algebra I			

	Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Number Tested with Scores	Mean Percent Correct
Grade 7							
Grade 8							
Grade 9	47	16	34.0	16	100	16	60
Grade 10	60	16	26.7	16	100	16	55
Grade 11	37	2	5.4	2	100	2	46
Total	144	34	23.6	34	100	34	56

	Algebra I Reporting Clusters									
	Number Properties, Operations, Linear Equations		Graphing and Systems of Linear Equations		Quadratics and Polynomials		Functions and Rational Expressions			
	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct
Grade 7										
Grade 8	17	60	14	41	21	52	13	42		
Grade 9	17	48	14	29	21	42	13	28		
Grade 10	17	41	14	26	21	30	13	27		
Grade 11	17	37	14	31	21	36	13	34		
Total	17	47	14	32	21	42	13	33		

Note: These reports were designed to report results for grades 7-11 for up to 6 Reporting Clusters. Blank rows indicate grades not tested; Blank columns indicate Reporting Clusters not used for this test.

	Algebra I Reporting Clusters									
	Number Properties, Operations, Linear Equations		Graphing and Systems of Linear Equations		Quadratics and Polynomials		Functions and Rational Expressions			
	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct
Grade 7										
Grade 8										
Grade 9	17	65	14	64	21	56	13	54		
Grade 10	17	60	14	57	21	52	13	52		
Grade 11	17	48	14	44	21	43	13	44		
Total	51	58	42	55	63	50	39	50		

Note: These reports were designed to report results for grades 7-11 for up to 6 Reporting Clusters. Blank rows indicate grades not tested; Blank columns indicate Reporting Clusters not used for this test.

EOC Biology



STAR
Standardized Testing
And Reporting

Student Master List Summary: California Standards Tests Biology

School: Any School
School Code: 1111111
District: Any District
County/District Code: 999999
Test Date: Spring 2010

	Performance Levels																		Mean Scale Score	Scale Score SD
	Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Number Tested with Scores	Mean Percent Correct	Advanced		Proficient		Basic		Below Basic		Far Below Basic				
								#	%	#	%	#	%	#	%	#	%			
Grade 9	165	45	27.2	45	100	45	64	7	16	16	36	20	44	1	2	1	2	356.9	35.7	
Grade 10	130	24	18.4	24	100	24	59	4	17	6	25	11	46	1	4	2	6	346.5	42.3	
Grade 11	109	15	13.7	15	100	15	71	7	47	2	13	5	33	1	7	0	0	385.1	59.5	
Total	404	84	20.7	84	100	84	64	18	21	24	29	36	43	3	4	3	4	359.0	44.7	

	Biology Reporting Clusters											
	Cell Biology		Genetics		Ecology and Evolution		Physiology		Investigation and Experimentation			
	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct
Grade 9	9	55	18	63	16	63	11	79	6	53		
Grade 10	9	54	18	59	16	56	11	72	6	56		
Grade 11	9	64	18	69	16	72	11	83	6	66		
Total	9	57	18	63	16	63	11	77	6	56		

Note: These reports were designed to report results for grades 9–11 for up to 6 Reporting Clusters. Blank rows indicate grades not tested; Blank columns indicate Reporting Clusters not used for this test.

STAR Subgroup Summary

Purpose	To allow schools and districts to look at results based on the following demographics: disability status, economic status, gender, English proficiency, and primary ethnicity and by ethnicity for economic status, as required by Section 60643(a), (6), (7), and (8) of the California <i>Education Code</i> .
Format	The report is sorted by subgroup in this order: All Students, Disability Status, Economic Status, Gender, English Proficiency, Primary Ethnicity, and Ethnicity for Economic Status (which is described in the next section starting on page 60). <i>Note:</i> CAPA statistics on Disability Status are listed with specific disabilities.
Action	Districts or schools should review to determine differences in scores between and among subgroups.
Focus	<ul style="list-style-type: none"> ▪ Overall performance levels broken down by specific demographics at the individual school and district levels for: <ul style="list-style-type: none"> - CSTs - CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight) - CAPA - STS for grades two through seven (grade-level RLA and mathematics) ▪ Overall percent correct broken down by specific demographics at the individual school and district levels for: <ul style="list-style-type: none"> - CMA for grade nine ELA, grade ten Life Science, and EOC Algebra I - STS for RLA in grades eight through eleven and EOC Algebra I and Geometry

Explanation of Grade Five Subgroup Summary Sample

STAR
Standardized Testing
And Reporting

Subgroup Summary Gender

6. Percent Valid Scores Grade 5

District:
County/District Code:
Test Date:

Any District
9999999
Spring 2010

10. Performance Levels

STAR test name

4. Percent Tested in Subgroup

8. Mean Scale Score

Performance Levels

2. Subgroup name

		Number Tested	Percent Tested in Subgroup	Number Valid Scores	Percent Valid Scores	Number Tested with Scores	Mean SS	Scale Score SD												
									Advanced		Proficient		Basic		Below Basic		Far Below Basic			
									#	%	#	%	#	%	#	%	#	%		
CST	Male	ELA	35	49.2	35	100	35	391.8	56.5	15	43	11	31	7	20	1	3	1	3	
		Math	35	49.2	35	100	35	337.8	38.7	1	3	13	37	14	40	6	17	1	3	
		Science	35	49.2	35	100	35	330.9	38.5	4	11	7	20	16	46	5	14	3	9	
	Female	ELA	36	50.8	36	100	36	391.6	56.5	15	43	11	31	6	17	1	3	1	3	
		Math	36	50.8	36	100	36	336.2	38.7	4	11	13	36	10	28	3	8	6	17	
		Science	36	50.8	36	100	36	330.9	38.5	4	11	7	20	16	46	5	14	2	6	
Unknown Gender																				
CMA	Male	ELA	2	50.0	2	100	2	388.5	41.7	1	50	0	0	0	0	0	0	0	0	
		Math	2	50.0	2	100	2	375.5	48.8	1	50	0	0	0	0	0	0	0	0	
		Science	2	50.0	2	100	2	282.5	24.8	0	0	0	0	0	0	0	0	0	0	
	Female	ELA	2	50.0	2	100	2	363.5	101.1	1	50	0	0	0	0	0	0	0	0	
		Math	2	50.0	2	100	2	388.0	66.4	1	50	0	0	0	0	0	0	0	0	
		Science	2	50.0	2	100	2	354.5	27.6	0	0	1	50	1	50	0	0	0	0	
Unknown Gender																				
CAPA Lvl I	Male																			
	Female																			
Unknown Gender																				
CAPA Lvl III	Male	ELA	1	100.0	1	100	1	35	0.0	0	0	1	100	0	0	0	0	0	0	
		Math	1	100.0	1	100	1	37	0.0	0	0	1	100	0	0	0	0	0	0	
		Science	1	100.0	1	100	1	37	0.0	0	0	1	100	0	0	0	0	0	0	
	Female	ELA																		
		Math																		
		Science																		
Unknown Gender																				
STS	Male	ELA	5	100.0	5	100	5	383.0	63.9	1	20	3	60	0	0	1	20	0	0	
		Math	7	100.0	7	100	7	429.6	33.8	2	29	5	71	0	0	0	0	0	0	
		Science																		
	Female	ELA																		
		Math																		
		Science																		
Unknown Gender																				

5. Number Valid Scores

9. Scale Score Standard Deviation

7. Number Tested with Scores

11. Number (#)

12. Percent (%)

Table II.4 STAR Subgroup Summary Descriptions

1. STAR test name	Name of the STAR test for which the results are reported.
2. Subgroup name	Name of the subgroup for which the results are reported.
3. Number Tested	For the subgroup and content area, number of students by grade and school who responded to any questions on the test or whose answer documents were marked to indicate that the student tested but marked no answers.
4. Percent Tested in Subgroup	For the subgroup and content area, number of students tested in the subgroup, divided by the total number of students tested, multiplied by 100, and rounded to the nearest whole number [(Number tested / Number enrolled) * 100, rounded to nearest whole number].
5. Number Valid Scores	<p>For the subgroup and content area, number of students tested at grade level who received a score for the test (that is, a scale score or percent correct). As applied to the CSTs, CMA, CAPA, and STS for aggregate reporting and accountability purposes, this number does not include:</p> <ul style="list-style-type: none"> • Incomplete tests • Tests taken with modifications • Students who took the STS who are non–English learners • Students with inconsistent grades (test did not match student’s grade level) • Unknown EOC mathematics or science test (student did not mark which test was taken); for students in grade seven, if no test was marked, then the default mathematics test is the grade seven mathematics test
6. Percent Valid Scores	For the subgroup and content area, number of valid scores, divided by the number of students tested, multiplied by 100, and rounded to the nearest whole number [(Number valid scores / Number tested) * 100, rounded to nearest whole number].
7. Number Tested with Scores	<p>For the subgroup and content area, number of students whose testing resulted in scores. Number includes students who tested with modifications but does not include:</p> <ul style="list-style-type: none"> • Incomplete tests • Students with inconsistent grades (test did not match student’s grade level) • Students who took the STS who are non–English learners • Unknown EOC mathematics or science test (student did not mark which test was taken); for students in grade seven, if no test was marked, then the default mathematics test is the grade seven mathematics test

8. Mean Scale Score	<p>For the subgroup and content area, average of the valid scale scores for the group of students [(Sum of valid scale scores / Number of valid scale scores)].</p> <p>The scale score for the CSTs is a value from 150 to 600, with 350 as the lowest score for the proficient performance level. Scale score values are as follows:</p> <p>CSTs—150 to 600, with 350 as the lowest score for a proficient performance level</p> <p>CMA—150 to 600, with 350 as the lowest score for a proficient performance level</p> <p>CAPA—15 to 60, with 35 as the lowest score for a proficient performance level</p> <p>STS—150 to 600, with 350 as the lowest score for a proficient performance level</p> <p>Applies to all CSTs, CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), all CAPA, and STS for grades two through seven (grade-level RLA and mathematics).</p>
9. Scale Score Standard Deviation	<p>SD of the scale scores for a group of students. The scale score SD indicates how far away scale scores are from the scale score mean. About 68 percent of the scores will be plus or minus one standard deviation from the mean. About 95 percent of the scores will be within plus or minus two standard deviations from the mean. Applies to all CSTs, CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), all CAPA, and STS for grades two through seven (grade-level RLA and mathematics).</p>
10. Performance Levels	<p>One of five ranges of scale scores: advanced, proficient, basic, below basic, or far below basic. The target is for all students to score proficient or advanced. Applies to all CSTs, CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), all CAPA tests, and STS for grades two through seven (grade-level RLA and mathematics).</p> <p>Note: Scores for students tested with modifications are counted in the far below basic level for aggregate reporting and accountability purposes.</p>
11. Number (#)	<p>For the grade, number of student scores at each performance level. Applies to all CSTs, CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), all CAPA tests, and STS for grades two through seven (grade-level RLA and mathematics).</p>
12. Percent (%)	<p>For the grade, percent of student scores at each performance level.</p>
Percent (%) Correct <i>Not shown.</i>	<p>For the CMA for grade nine ELA, grade ten Life Science, and EOC Algebra I and the STS for RLA in grades eight through eleven and EOC Algebra I and Geometry subgroups and content areas, the average percent correct of all students in the subgroup for that content area. Does not apply to the CSTs, the CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), CAPA, or the STS for grades two through seven (grade-level RLA and mathematics).</p>

Subgroup Summary Sample Grade Five



STAR
Standardized Testing
And Reporting

Subgroup Summary Gender Grade 5

District:
County/District Code:
Test Date:
Page:

Any District
9999999
Spring 2010
6 of 13

										Performance Levels									
			Number Tested	Percent Tested in Subgroup	Number Valid Scores	Percent Valid Scores	Number Tested with Scores	Mean SS	Scale Score SD	Advanced		Proficient		Basic		Below Basic		Far Below Basic	
										#	%	#	%	#	%	#	%	#	%
CST	Male	ELA	35	49.2	35	100	35	391.6	56.5	15	43	11	31	7	20	1	3	1	3
		Math	35	49.2	35	100	35	337.8	38.7	1	3	13	37	14	40	6	17	1	3
		Science	35	49.2	35	100	35	330.9	38.5	4	11	7	20	16	46	5	14	3	9
	Female	ELA	36	50.8	36	100	36	391.6	56.5	15	43	11	31	6	17	1	3	1	3
		Math	36	50.8	36	100	36	336.2	58.7	4	11	13	36	10	28	3	8	6	17
		Science	36	50.8	36	100	36	347.9	57.4	7	19	9	25	13	36	5	14	2	6
	Unknown Gender																		
CMA	Male	ELA	2	50.0	2	100	2	380.5	41.7	1	50	1	50	0	0	0	0	0	0
		Math	2	50.0	2	100	2	375.5	48.8	1	50	0	0	1	50	0	0	0	0
		Science	2	50.0	2	100	2	282.5	24.8	0	0	0	0	1	50	1	50	0	0
	Female	ELA	2	50.0	2	100	2	363.5	101.1	1	50	0	0	0	0	1	50	0	0
		Math	2	50.0	2	100	2	388.0	66.4	1	50	0	0	1	50	0	0	0	0
		Science	2	50.0	2	100	2	354.5	27.6	0	0	1	50	1	50	0	0	0	0
	Unknown Gender																		
CAPA Lvl I	Male																		
	Female																		
	Unknown Gender																		
CAPA Lvl III	Male	ELA	1	100.0	1	100	1	35	0.0	0	0	1	100	0	0	0	0	0	0
		Math	1	100.0	1	100	1	37	0.0	0	0	1	100	0	0	0	0	0	0
		Science	1	100.0	1	100	1	37	0.0	0	0	1	100	0	0	0	0	0	0
	Female	ELA																	
		Math																	
		Science																	
	Unknown Gender																		
STS	Male	ELA	5	100.0	5	100	5	383.0	63.9	1	20	3	60	0	0	1	20	0	0
		Math	7	100.0	7	100	7	429.6	33.8	2	29	5	71	0	0	0	0	0	0
	Female	ELA																	
		Math																	
	Unknown Gender																		

Descriptions of Subgroups**Table II.5 Descriptions of Subgroups**

DESCRIPTIONS OF SUBGROUPS	
SUBGROUP	DESCRIPTION
All Students	
CSTs All Students	Number of students with any answer on CST questions
CMA All Students	Number of students with any answer on CMA questions
CAPA Level I Students	Number of students with CAPA Level I answer documents
CAPA Level II Students	Number of students with CAPA Level II answer documents
CAPA Level III Students	Number of students with CAPA Level III answer documents
CAPA Level IV Students	Number of students with CAPA Level IV answer documents
CAPA Level V Students	Number of students with CAPA Level V answer documents
STS All Students	Number of students with any answer on STS questions
Disability Status	
See Table II.6 on page 57 for descriptions of primary disability codes.	
<ul style="list-style-type: none"> • Autism • Deafness • Deaf-blindness • Emotional disturbance • Hard of hearing • Mental retardation • Multiple disabilities • Orthopedic impairment • Other health impairment • Specific learning disability • Speech/language impairment • Traumatic brain injury • Visual impairment 	
CST Students with No Reported Disabilities	In the Pre-ID file or on the answer document, the Primary Disability was coded 000.
CST Students with Disabilities	In the Pre-ID file or on the answer document, the <i>Primary Disability</i> field contained a valid Primary Disability code.
CST Students with Unknown Disability Status	In the Pre-ID file or on the answer document, the Primary Disability code was blank or multiple responses were given.
CMA Students with Disabilities	In the Pre-ID file or on the answer document, the <i>Primary Disability</i> field contained a valid Primary Disability code.
CMA Students with Unknown Disability Status	In the Pre-ID file or on the answer document, the Primary Disability code was blank or multiple responses were given.
CAPA (for each level and specific disability as listed in Table II.6 on page 57)	In the Pre-ID file or on the answer document, the <i>Primary Disability</i> field contained a valid Primary Disability code.

DESCRIPTIONS OF SUBGROUPS	
SUBGROUP	DESCRIPTION
STS Students with No Reported Disabilities	In the Pre-ID file or on the answer document, the Primary Disability was coded 000.
STS Students with Disabilities	In the Pre-ID file or on the answer document, the <i>Primary Disability</i> field contained a valid Primary Disability code.
STS Students with Unknown Disability Status	In the Pre-ID file or on the answer document, the Primary Disability code was blank or multiple responses were given.
Economic Status	
CST Students Not Economically Disadvantaged	The <i>National School Lunch Program (NSLP)</i> field was coded NO on the answer document or in the Pre-ID file, indicating that the student was not eligible for the free or reduced-price lunch program, and the Parent Education Level was graduate school, college graduate, some college, high school graduate, or declined to state.
CST Students Economically Disadvantaged	The <i>NSLP</i> field was coded YES on the answer document or in the Pre-ID file, indicating that the student was eligible for the free or reduced-price lunch program, or the Parent Education Level was “Not a high school graduate.”
CST Students with Unknown Economic Status	On the answer document, the <i>NSLP</i> field was either left blank or was marked as both YES and NO and the Parent Education Level was other than “Not a high school graduate”; <i>or</i> In the Pre-ID file, the <i>NSLP</i> field was left blank or contained an invalid code.
CMA Students Not Economically Disadvantaged	The <i>NSLP</i> field was coded NO on the answer document or in the Pre-ID file, indicating that the student was not eligible for the free or reduced-price lunch program, and the Parent Education Level was graduate school, college graduate, some college, high school graduate, or declined to state.
CMA Students Economically Disadvantaged	The <i>NSLP</i> field was coded YES on the answer document or in the Pre-ID file, indicating that the student was eligible for the free or reduced-price lunch program, or the Parent Education Level was “Not a high school graduate.”
CMA Students with Unknown Economic Status	On the answer document, the <i>NSLP</i> field was either left blank or was marked as both YES and NO and the Parent Education Level was other than “Not a high school graduate”; <i>or</i> In the Pre-ID file, the <i>NSLP</i> field was left blank or contained an invalid code.

DESCRIPTIONS OF SUBGROUPS	
SUBGROUP	DESCRIPTION
CAPA Students (by CAPA Level) Not Economically Disadvantaged	The <i>NSLP</i> field was coded NO on the answer document or in the Pre-ID file, indicating that the student was not eligible for the free or reduced-price lunch program, and the Parent Education Level was graduate school, college graduate, some college, high school graduate, or declined to state.
CAPA Students (by CAPA Level) Economically Disadvantaged	The <i>NSLP</i> field was coded YES on the answer document or in the Pre-ID file, indicating that the student was eligible for the free or reduced-price lunch program, or the Parent Education Level was not a high school graduate.
CAPA Students (by CAPA Level) with Unknown Economic Status	On the answer document, the <i>NSLP</i> field was either left blank or was marked as both YES and NO and the Parent Education Level was other than not a high school graduate; <i>or</i> In the Pre-ID file, the <i>NSLP</i> field was left blank or contained an invalid code.
STS Students Not Economically Disadvantaged	The <i>NSLP</i> field was coded NO on the answer document or in the Pre-ID file, indicating that the student was not eligible for the free or reduced-price lunch program, and the Parent Education Level was graduate school, college graduate, some college, high school graduate, or declined to state.
STS Students Economically Disadvantaged	The <i>NSLP</i> field was coded YES on the answer document or in the Pre-ID file, indicating that the student was eligible for the free or reduced-price lunch program, or the Parent Education Level was “Not a high school graduate.”
STS Students with Unknown Economic Status	On the answer document, the <i>NSLP</i> field was either left blank or was marked as both YES and NO and the Parent Education Level was other than “Not a high school graduate”; <i>or</i> In the Pre-ID file, the <i>NSLP</i> field was left blank or contained an invalid code.
Gender	
CST Male Students	The <i>Gender</i> field was coded Male on the answer document or in the Pre-ID file.
CST Female Students	The <i>Gender</i> field was coded Female on the answer document or in the Pre-ID file.
CST Students with Unknown Gender	On the answer document, the <i>Gender</i> field was either left blank or was marked as both Male and Female; <i>or</i> In the Pre-ID file, the <i>Gender</i> field was left blank or contained an invalid code.

DESCRIPTIONS OF SUBGROUPS	
SUBGROUP	DESCRIPTION
CMA Male Students	The <i>Gender</i> field was coded Male on the answer document or in the Pre-ID file.
CMA Female Students	The <i>Gender</i> field was coded Female on the answer document or in the Pre-ID file.
CMA Students with Unknown Gender	On the answer document, the <i>Gender</i> field was either left blank or was marked as both Male and Female; <i>or</i> In the Pre-ID file, the <i>Gender</i> field was left blank or contained an invalid code.
CAPA Male Students (by CAPA Level)	The <i>Gender</i> field was coded Male on the answer document or in the Pre-ID file.
CAPA Female Students (by CAPA Level)	The <i>Gender</i> field was coded Female on the answer document or in the Pre-ID file.
CAPA Students with Unknown Gender (by CAPA Level)	On the answer document, the <i>Gender</i> field was either left blank or was marked as both Male and Female; <i>or</i> In the Pre-ID file, the <i>Gender</i> field was left blank or contained an invalid code.
STS Male Students	The <i>Género</i> field was marked Masculino on the answer document or Male in the Pre-ID file.
STS Female Students	The <i>Género</i> field was marked Femenino on the answer document or Female in the Pre-ID file.
STS Students with Unknown Gender	On the answer document, the <i>Género</i> field was either left blank or was marked as both Masculino and Femenino; <i>or</i> In the Pre-ID file, the <i>Gender</i> field was left blank or contained an invalid code.
English Proficiency	
CST English Only and Fluent English Proficient	On the answer document, the <i>Student's English Proficiency field</i> was marked English Only, Initially Fluent English Proficient (I-FEP), or Reclassified Fluent English Proficient (R-FEP); <i>or</i> In the Pre-ID file, 1, 2, or 4 was entered in the Student's <i>English Proficiency</i> field.
CST English Learner	On the answer document, the <i>Student's English Proficiency field</i> was marked English Learner; <i>or</i> In the Pre-ID file, 3 was entered in the Student's <i>English Proficiency</i> field.

DESCRIPTIONS OF SUBGROUPS	
SUBGROUP	DESCRIPTION
CST English Learner Less Than 12 Months	On the answer document, the <i>Student's English Proficiency</i> field was marked English Learner; and <i>English Learner (EL) in U.S. Schools less than 12 months</i> was also marked; <i>or</i> In the Pre-ID file, the <i>Student's English Proficiency</i> field had a 3 and <i>English Learner (EL) in U.S. Schools less than 12 months</i> had a Y.
CST English Learner 12 Months or More	On the answer document, the <i>Student's English Proficiency</i> field was marked English Learner; and <i>English Learner (EL) in U.S. Schools less than 12 months</i> was left blank; <i>or</i> In the Pre-ID file, the <i>Student's English Proficiency</i> field had a 3 and <i>English Learner (EL) in U.S. Schools less than 12 months</i> was blank.
CST Students with Unknown Fluency	On the answer document, the <i>Student's English Proficiency</i> field was left blank or multiple responses were given; <i>or</i> In the Pre-ID file, the <i>Student's English Proficiency</i> field was blank or contained an invalid code.
CMA English Only and Fluent English Proficient	On the answer document, the <i>Student's English Proficiency</i> field was marked English Only, Initially Fluent English Proficient (I-FEP), or Reclassified Fluent English Proficient (R-FEP); <i>or</i> In the Pre-ID file, 1, 2, or 4 was entered in the <i>Student's English Proficiency</i> field.
CMA English Learner	On the answer document, the <i>Student's English Proficiency</i> field was marked English Learner; <i>or</i> In the Pre-ID file, 3 was entered in the <i>Student's English Proficiency</i> field.
CMA English Learner Less Than 12 Months	On the answer document, the <i>Student's English Proficiency</i> field was marked English Learner; and <i>English Learner (EL) in U.S. Schools less than 12 months</i> was also marked; <i>or</i> In the Pre-ID file, the <i>Student's English Proficiency</i> field had a 3 and <i>English Learner (EL) in U.S. Schools less than 12 months</i> had a Y.

DESCRIPTIONS OF SUBGROUPS	
SUBGROUP	DESCRIPTION
CMA English Learner 12 Months or More	On the answer document, the <i>Student's English Proficiency</i> field was marked English Learner; and <i>English Learner (EL) in U.S. Schools less than 12 months</i> was left blank; <i>or</i> In the Pre-ID file, the <i>Student's English Proficiency</i> field had a 3 and <i>English Learner (EL) in U.S. Schools less than 12 months</i> was blank.
CMA Students with Unknown Fluency	On the answer document, the <i>Student's English Proficiency</i> field was left blank or multiple responses were given; <i>or</i> In the Pre-ID file, the <i>Student's English Proficiency</i> field was blank or contained an invalid code.
CAPA (by CAPA Level) English Only and Fluent English Proficient	On the answer document, the <i>Student's English Proficiency</i> field was marked English Only, Initially Fluent English Proficient (I-FEP), or Reclassified Fluent English Proficient (R-FEP); <i>or</i> In the Pre-ID file, 1, 2, or 4 was entered in the <i>Student's English Proficiency</i> field.
CAPA (by CAPA Level) English Learner	On the answer document, the <i>Student's English Proficiency</i> field was marked English Learner; <i>or</i> In the Pre-ID file, 3 was entered in the <i>Student's English Proficiency</i> field.
CAPA (by CAPA Level) English Learner Less Than 12 Months	On the answer document, the <i>Student's English Proficiency</i> field was marked English Learner; and <i>English Learner (EL) in U.S. Schools less than 12 months</i> was also marked; <i>or</i> In the Pre-ID file, the <i>Student's English Proficiency</i> field had a 3 and <i>English Learner (EL) in U.S. Schools less than 12 months</i> had a Y.
CAPA (by CAPA Level) English Learner 12 Months or More	On the answer document, the <i>Student's English Proficiency</i> field was marked English Learner; and <i>English Learner (EL) in U.S. Schools less than 12 months</i> was left blank; <i>or</i> In the Pre-ID file, the <i>Student's English Proficiency</i> field had a 3 and <i>English Learner (EL) in U.S. Schools less than 12 months</i> was blank.

DESCRIPTIONS OF SUBGROUPS	
SUBGROUP	DESCRIPTION
CAPA Students (by CAPA Level) with Unknown Fluency	On the answer document, the <i>Student's English Proficiency</i> field was left blank or multiple responses were given; <i>or</i> In the Pre-ID file, the <i>Student's English Proficiency</i> field was blank or contained an invalid code.
STS English Learner	On the answer document, the <i>Student's English Proficiency</i> field was marked English Learner; <i>or</i> In the Pre-ID file, 3 was entered in the <i>Student's English Proficiency</i> field.
STS English Learner Less Than 12 Months	On the answer document, the <i>Student's English Proficiency</i> field was marked English Learner; and <i>English Learner (EL) in U.S. Schools less than 12 months</i> was also marked; <i>or</i> In the Pre-ID file, the <i>Student's English Proficiency</i> field had a 3 and <i>English Learner (EL) in U.S. Schools less than 12 months</i> had a Y.
STS English Learner 12 Months or More	On the answer document, the <i>Student's English Proficiency</i> field was marked English Learner; and <i>English Learner (EL) in U.S. Schools less than 12 months</i> was left blank; <i>or</i> In the Pre-ID file, the <i>Student's English Proficiency</i> field had a 3 and <i>English Learner (EL) in U.S. Schools less than 12 months</i> was blank.
STS Students with Unknown Fluency	On the answer document, the <i>Student's English Proficiency</i> field was left blank or multiple responses were given; <i>or</i> In the Pre-ID file, the <i>Student's English Proficiency</i> field was blank or contained an invalid code.

DESCRIPTIONS OF SUBGROUPS	
SUBGROUP	DESCRIPTION
Reporting Ethnicity	
CST Students Ethnicity/Race	<p>If the <i>Is the student Hispanic or Latino?</i> field was coded YES on the answer document or in the Pre-ID file, the student is reported as being of Hispanic or Latino descent.</p> <p>If the <i>Is the student Hispanic or Latino?</i> field was coded NO on the answer document or in the Pre-ID file and an ethnicity in the <i>Mark one or more</i> section was marked or the Pre-ID field was filled with one of the following responses, then the student is reported to be of the indicated race/ethnicity:</p> <ul style="list-style-type: none"> • American Indian or Alaska Native • Asian <ul style="list-style-type: none"> - Asian Indian - Cambodian - Chinese - Hmong - Japanese - Korean - Laotian - Other Asian - Vietnamese • Black or African American • Filipino • Native Hawaiian or Pacific Islander <ul style="list-style-type: none"> - Guamanian - Native Hawaiian - Samoan - Tahitian - Other Pacific Islander • White <p>If the <i>Is the student Hispanic or Latino?</i> field was left blank on the answer document or in the Pre-ID file; <i>or</i> on the answer document, the <i>Is the student Hispanic or Latino?</i> field was coded both YES and NO; <i>or</i> on the answer document, the <i>Is the student Hispanic or Latino?</i> field was coded NO <i>and</i> more than one race was selected in the <i>Mark one or more</i> section (except for when the races are subtypes of the same primary race [either “Asian” or “Native Hawaiian or Pacific Islander”])), then the student is reported as having two or more races.</p>

DESCRIPTIONS OF SUBGROUPS	
SUBGROUP	DESCRIPTION
CMA Students Ethnicity/Race	<p>If the <i>Is the student Hispanic or Latino?</i> field was coded YES on the answer document or in the Pre-ID file, the student is reported as being of Hispanic or Latino descent.</p> <p>If the <i>Is the student Hispanic or Latino?</i> field was coded NO on the answer document or in the Pre-ID file and an ethnicity in the <i>Mark one or more</i> section was marked or the Pre-ID field was filled with one of the following responses, then the student is reported to be of the indicated race/ethnicity:</p> <ul style="list-style-type: none"> • American Indian or Alaska Native • Asian <ul style="list-style-type: none"> - Asian Indian - Cambodian - Chinese - Hmong - Japanese - Korean - Laotian - Other Asian - Vietnamese • Black or African American • Filipino • Native Hawaiian or Pacific Islander <ul style="list-style-type: none"> - Guamanian - Native Hawaiian - Samoan - Tahitian - Other Pacific Islander • White <p>If the <i>Is the student Hispanic or Latino?</i> field was left blank on the answer document or in the Pre-ID file; <i>or</i> on the answer document, the <i>Is the student Hispanic or Latino?</i> field was coded both YES and NO; <i>or</i> on the answer document, the <i>Is the student Hispanic or Latino?</i> field was coded NO <i>and</i> more than one race was selected in the <i>Mark one or more</i> section (except for when the races are subtypes of the same primary race [either “Asian” or “Native Hawaiian or Pacific Islander”])), then the student is reported as having two or more races.</p>

DESCRIPTIONS OF SUBGROUPS	
SUBGROUP	DESCRIPTION
CAPA Students Ethnicity/Race	<p>If the <i>Is the student Hispanic or Latino?</i> field was coded YES on the answer document or in the Pre-ID file, the student is reported as being of Hispanic or Latino descent.</p> <p>If the <i>Is the student Hispanic or Latino?</i> field was coded NO on the answer document or in the Pre-ID file and an ethnicity in the <i>Mark one or more</i> section was marked or the Pre-ID field was filled with one of the following responses, then the student is reported to be of the indicated race/ethnicity:</p> <ul style="list-style-type: none"> • American Indian or Alaska Native • Asian <ul style="list-style-type: none"> - Asian Indian - Cambodian - Chinese - Hmong - Japanese - Korean - Laotian - Other Asian - Vietnamese • Black or African American • Filipino • Native Hawaiian or Pacific Islander <ul style="list-style-type: none"> - Guamanian - Native Hawaiian - Samoan - Tahitian - Other Pacific Islander • White <p>If the <i>Is the student Hispanic or Latino?</i> field was left blank on the answer document or in the Pre-ID file; <i>or</i> on the answer document, the <i>Is the student Hispanic or Latino?</i> field was coded both YES and NO; <i>or</i> on the answer document, the <i>Is the student Hispanic or Latino?</i> field was coded NO <i>and</i> more than one race was selected in the <i>Mark one or more</i> section (except for when the races are subtypes of the same primary race [either “Asian” or “Native Hawaiian or Pacific Islander”])), then the student is reported as having two or more races.</p>

DESCRIPTIONS OF SUBGROUPS	
SUBGROUP	DESCRIPTION
STS Students Ethnicity/Race	<p>If the <i>Is the student Hispanic or Latino?</i> field was coded YES on the answer document or in the Pre-ID file, the student is reported as being of Hispanic or Latino descent.</p> <p>If the <i>Is the student Hispanic or Latino?</i> field was coded NO on the answer document or in the Pre-ID file and an ethnicity in the <i>Mark one or more</i> section was marked or the Pre-ID field was filled with one of the following responses, then the student is reported to be of the indicated race/ethnicity:</p> <ul style="list-style-type: none"> • American Indian or Alaska Native • Asian <ul style="list-style-type: none"> - Asian Indian - Cambodian - Chinese - Hmong - Japanese - Korean - Laotian - Other Asian - Vietnamese • Black or African American • Filipino • Native Hawaiian or Pacific Islander <ul style="list-style-type: none"> - Guamanian - Native Hawaiian - Samoan - Tahitian - Other Pacific Islander • White <p>If the <i>Is the student Hispanic or Latino?</i> field was left blank on the answer document or in the Pre-ID file; <i>or</i> on the answer document, the <i>Is the student Hispanic or Latino?</i> field was coded both YES and NO; <i>or</i> on the answer document, the <i>Is the student Hispanic or Latino?</i> field was coded NO <i>and</i> more than one race was selected in the <i>Mark one or more</i> section (except for when the races are subtypes of the same primary race [either “Asian” or “Native Hawaiian or Pacific Islander”])), then the student is reported as having two or more races.</p>

Table II.6 Primary Disability Codes for Spring 2010 Administration

Code	Disability	Definition
000	Student does not have an IEP	Student does not have an IEP.
210	Mental retardation (MR)	“Mental retardation” means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period, which adversely affects a child’s educational performance.
220	Hard of hearing (HH)	“Hard of hearing” means a hearing impairment, whether permanent or fluctuating, that adversely affects a child’s educational performance but which is not included under the definition of “deaf” in this section.
230	Deafness (DEAF)	“Deafness” means a hearing impairment that is so severe that the child is impaired in processing linguistic information through learning, with or without amplification, which adversely affects educational performance.
240	Speech or language impairment (SLI)	“Speech and language impairment” means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment, which adversely affects a child’s educational performance.
250	Visual impairment (VI)	“Visually impaired” means a visual impairment that, even with correction, adversely affects a child’s educational performance. The term includes both partially seeing and blind children.
260	Emotional disturbance (ED)	<p>“Emotional disturbance” means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:</p> <ul style="list-style-type: none"> A. An inability to learn that cannot be explained by intellectual, sensory, or health factors; B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; C. Inappropriate types of behavior or feelings under normal circumstances; D. A general pervasive mood of unhappiness or depression; or E. A tendency to develop physical symptoms or fears associated with personal or school problems. <p>The term “ED” includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they exhibit one or more of the characteristics listed above.</p>

Code	Disability	Definition
270	Orthopedic impairment (OI)	“Orthopedic impairment” means a severe orthopedic impairment which adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).
280	Other health impairment (OHI)	“Other health impairment” means having limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child’s educational performance.
290	Specific learning disability (SLD)	“Specific learning disability” means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.
300	Deaf-blindness (DB)	“Deaf-blindness” means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.
310	Multiple disabilities (MD)	“Multiple disabilities” means concomitant impairments (such as mental retardation, blindness, orthopedic impairment, etc.) the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.
320	Autism (AUT)	“Autism” means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, that adversely affects educational performance. Characteristics of autism include: irregularities and impairments in communication, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not include children with characteristics of the disability serious emotional disturbance (SED). If a child manifests characteristics of the disability category “autism” after age three, that child still could be diagnosed as having “autism” if the criteria in the above paragraph are satisfied.

Code	Disability	Definition
330	Traumatic brain injury (TBI)	“Traumatic brain injury” means an injury to the brain caused by an external physical force or by an internal occurrence such as stroke or aneurysm, resulting in total or partial functional disability or psychosocial maladjustment that adversely affects educational performance. The term includes open or closed head injuries resulting in mild, moderate, or severe impairments in one or more areas, including cognition; language memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

STAR Ethnicity for Economic Status Subgroup Summary

Purpose	<p>The Ethnicity for Economic Status Summary reports allow schools and school districts to look at results based on cross-referencing each primary ethnicity with each possible economic status are available for the CSTs, the CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), and the CAPA, in addition to the typical STAR Subgroup Summary reports. These reports provide information on students in all available grades by economic status and ethnicity. The performance data are based on STAR test results for the CSTs, the grade-level CMA in grades three through eight, and the CAPA.</p> <p>Ethnicities are as follows:</p> <ul style="list-style-type: none"> • Black or African American • American Indian or Alaska Native • Asian (Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Hmong, Other Asian) • Filipino • Hispanic or Latino • Native Hawaiian or Pacific Islander (Hawaiian, Guamanian, Samoan, Tahitian, Other Pacific Islander) • White • Two or More Races <p>Economic statuses are as follows:</p> <ul style="list-style-type: none"> • Not economically disadvantaged (<i>NSLP</i> field was coded NO and the Parent Education Level was graduate school, college graduate, some college, high school graduate, or declined to state) • Economically disadvantaged (<i>NSLP</i> field was coded YES or the Parent Education Level was “Not a high school graduate”) • Unknown Economic Status (<i>NSLP</i> field was left blank or marked as both YES and NO and the Parent Education Level was other than “Not a high school graduate”)
Format	The report is sorted by subgroup Economic Status.
Action	Districts or schools should review to determine differences in scores between and among subgroups.
Focus	Overall performance levels broken down by specific demographics at the individual school and district levels for the CSTs, the CMA in grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), and the CAPA.

Explanation of Grade Six Ethnicity for Economic Status Subgroup Summary Sample



STAR
Standardized Testing
And Reporting

Subgroup Summary Ethnicity for Economically Disadvantaged Grade 6

District: Any District
County/District Code: 9999999
Test Date: Spring 2010
Page: 26 of 33

1. STAR test name		4. Percent Tested in Subgroup		6. Percent Valid Scores		8. Mean Scale Score		10. Performance Levels										
2. Subgroup name		Number Tested	Percent Tested in Subgroup	Number Valid Scores	Percent Valid Scores	Number Tested with Scores	Mean SS	Scale Score SD	Performance Levels									
									Advanced		Proficient		Basic		Below Basic		Far Below Basic	
									#	%	#	%	#	%	#	%	#	%
LST	Black or African American	18	75.8	16	89	18	367.3	48.0	6	33	4	22	5	28	0	0	3	17
	Math	18	75.0	18	100	18	359.8	47.2	3	17	5	28	10	56	0	0	0	0
	American Indian or Alaska Native	1	4.2	1	100	1	311.0	0.0	0	0	0	0	1	100	0	0	0	0
	Math	1	4.2	1	100	1	311.0	0.0	0	0	0	0	1	100	0	0	0	0
	Asian																	
	Filipino																	
	Hispanic or Latino	11	45.8	11	100	11	337.0	59.2	2	18	1	9	3	27	1	9	4	36
	Number Tested	11	45.8	11	100	11	345.0	58.8	2	18	1	9	7	64	0	0	1	9
	Native Hawaiian or Pacific Islander	1	4.2	1	100	1	451.0	0.0	1	100	0	0	0	0	0	0	0	0
	Math	1	4.2	1	100	1	421.0	0.0	1	100	0	0	0	0	0	0	0	0
	White	20	85.3	18	90	20	380.1	58.9	8	40	4	20	5	25	0	0	3	15
	Math	20	85.3	20	100	20	366.8	49.5	5	25	5	25	10	50	0	0	0	0
	Two or more races																	

3. Mean Scale Score		5. Number Valid Scores		7. Number Tested with Scores		9. Scale Score Standard Deviation		11. Number (#)		12. Percent (%)	

Table II.7 STAR Ethnicity for Economic Status Subgroup Summary Descriptions

1. STAR test name	Name of the STAR test for which the results are reported.
2. Subgroup name	Name of the subgroup for which the results are reported.
3. Number Tested	For the subgroup and content area, number of students, by grade and school, who responded to any questions on the test or whose answer documents were marked to indicate that student tested but marked no answers.
4. Percent Tested in Subgroup	For the subgroup and content area, number of students in the subgroup who took this test, divided by the total number of students in this subgroup who took any test, multiplied by 100, and rounded to the nearest whole number [(Number tested / Number enrolled) * 100, rounded to nearest whole number].
5. Number Valid Scores	<p>For the subgroup and content area, number of students tested at grade level who received a score for the test (that is, a scale score or percent correct). As applied to the CSTs and the CMA, for aggregate reporting and accountability purposes, this number does not include:</p> <ul style="list-style-type: none"> • Incomplete tests • Tests taken with modifications • Students with inconsistent grades (test did not match student's grade level) • Unknown EOC mathematics or science test (student did not mark which test was taken); for students in grade seven, if no test was marked, then the default mathematics test is the grade seven mathematics test
6. Percent Valid Scores	For the subgroup and content area, number of valid scores, divided by the number of students tested, multiplied by 100, and rounded to the nearest whole number [(Number valid scores / Number tested) * 100, rounded to nearest whole number].
7. Number Tested with Scores	<p>For the subgroup and content area, number of students whose testing resulted in scores. Number includes students who tested with modifications but does not include:</p> <ul style="list-style-type: none"> • Incomplete tests • Students with inconsistent grades (test did not match student's grade level) • Unknown EOC mathematics or science test (student did not mark which test was taken); for students in grade seven, if no test was marked, then the default mathematics test is the grade seven mathematics test

8. Mean Scale Score	<p>For the subgroup and content area, average of the valid scale scores for the group of students [(Sum of valid scale scores / Number of valid scale scores)].</p> <p>Scale score values are as follows:</p> <p>CSTs—150 to 600, with 350 as the lowest score for a proficient performance level</p> <p>CMA—150 to 600, with 350 as the lowest score for a proficient performance level</p> <p>CAPA—15 to 60, with 35 as the lowest score for a proficient performance level</p> <p>Applies to all CSTs, CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), all CAPA, and STS for grades two through seven (grade-level RLA and mathematics).</p>
9. Scale Score Standard Deviation	<p>SD of the scale scores for a group of students. The scale score SD indicates how far away scale scores are from the scale score mean. About 68 percent of the scores will be plus or minus one standard deviation from the mean. About 95 percent of the scores will be within plus or minus two standard deviations from the mean.</p>
10. Performance Levels	<p>One of five ranges of scale scores: advanced, proficient, basic, below basic, or far below basic. The target is for all students to score proficient or advanced.</p> <p>Note: Scores for students tested with modifications are counted in the far below basic level for aggregate reporting and accountability purposes.</p>
11. Number (#)	<p>For the grade, number of student scores at each performance level.</p>
12. Percent (%)	<p>For the grade, percent of student scores at each performance level.</p>

Ethnicity for Economic Status Subgroup Summary Sample Grade Six



STAR
Standardized Testing
And Reporting

Subgroup Summary Ethnicity for Economically Disadvantaged Grade 6

District:
County/District Code:
Test Date:
Page:

Any District
9999999
Spring 2010
26 of 33

									Performance Levels										
									Advanced		Proficient		Basic		Below Basic		Far Below Basic		
															#	%	#	%	#
CST	Black or African American	ELA	18	75.0	16	89	18	367.3	48.0	6	33	4	22	5	28	0	0	3	17
		Math	18	75.0	18	100	18	359.8	47.2	3	17	5	28	10	56	0	0	0	0
	American Indian or Alaska Native	ELA	1	4.2	1	100	1	311.0	0.0	0	0	0	0	1	100	0	0	0	0
		Math	1	4.2	1	100	1	311.0	0.0	0	0	0	0	1	100	0	0	0	0
	Asian																		
	Filipino																		
	Hispanic or Latino	ELA	11	45.8	9	82	11	337.6	59.2	2	18	1	9	3	27	1	9	4	36
		Math	11	45.8	11	100	11	345.0	58.8	2	18	1	9	7	64	0	0	1	9
	Native Hawaiian or Pacific Islander	ELA	1	4.2	1	100	1	451.0	0.0	1	100	0	0	0	0	0	0	0	0
		Math	1	4.2	1	100	1	421.0	0.0	1	100	0	0	0	0	0	0	0	0
	White	ELA	20	85.3	18	90	20	380.1	58.9	8	40	4	20	5	25	0	0	3	15
Math		20	85.3	20	100	20	366.8	49.5	5	25	5	25	10	50	0	0	0	0	
Two or more races																			

Chapter II.3 Individual Reports


STAR Student Record Label

Purpose	To allow schools to comply with Section 60607(a) of the California <i>Education Code</i> , which requires results for tests within the STAR Program to be a part of the student's permanent record.
Format	Student record labels are printed five per sheet, one label per student per test, regardless of whether the student took the CSTs only, the CMA only, or the CSTs and the CMA. A student who took the STS will have two labels, one for the CSTs/CMA and one for the STS.
Action	Schools should affix this label (or labels) to the individual student's permanent school records.
Focus	Student's overall test results.

Explanation of Student Record Label Samples


CST/CMA, STS

1. Student CRL Number **2. Student identification** **3. STAR test name(s)** **5. Accommodation or Modification** **7. Performance Level**

SIMS, CARL  Grade Enrolled: 3 Test Date: Spring 2010 Local ID: 5432 CRL Number: 08 DOB: 07/01/2001 SSID: 2345678901 School Code: 1111111 District Code: 9999999 School: Any School District: Any District		CST and CMA <table border="1"> <thead> <tr> <th>Test</th> <th>A/M</th> <th>Scale Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>ELA - CST</td> <td></td> <td>364</td> <td>Proficient</td> </tr> <tr> <td>Math - CMA</td> <td></td> <td>355</td> <td>Proficient</td> </tr> </tbody> </table>		Test	A/M	Scale Score	Performance Level	ELA - CST		364	Proficient	Math - CMA		355	Proficient
Test	A/M	Scale Score	Performance Level												
ELA - CST		364	Proficient												
Math - CMA		355	Proficient												

Legend: DOB = Date of Birth; CRL = California Reading List; M = Modifications; A = Accommodations

6. Scale Score

MORALES, PABLO  Grade Enrolled: 8 Test Date: Spring 2010 Local ID: 2468 DOB: 05/25/1996 SSID: 3456789012 School Code: 1111111 District Code: 9999999 School: Any School District: Any District		Standards-based Tests in Spanish <table border="1"> <thead> <tr> <th>Test</th> <th>A/M</th> <th>% Correct</th> </tr> </thead> <tbody> <tr> <td>RLA - STS</td> <td></td> <td>84</td> </tr> <tr> <td>Algebra I - STS</td> <td>A</td> <td>92</td> </tr> </tbody> </table>		Test	A/M	% Correct	RLA - STS		84	Algebra I - STS	A	92
Test	A/M	% Correct										
RLA - STS		84										
Algebra I - STS	A	92										

Legend: DOB = Date of Birth; M = Modifications; A = Accommodations

8. Percent (%) Correct

Table II.8 STAR Student Record Label Descriptions

1. Student CRL Number	The California Reading List (CRL) Number, which is based on the student's most recent CST for ELA score and may be used to obtain a list of books that may be appropriate for the student to read on the basis of the student's test score. Does not apply to the CMA (if the student took the CMA for ELA), CAPA, or STS. See Appendix F on page 147 for more information on the CRL Number.
2. Student identification	Information about a student, including the grade enrolled, test date, date of birth, school, and district where the test was taken.
3. STAR test name(s)	Name of the STAR test(s) for which the results are reported.
4. Test content area	Content area of the test taken.
5. A (accommodation) or M (modification)	A is printed if the student used accommodations during the test. M is printed if the student used modifications during the test. M appears if the student used both an accommodation <i>and</i> a modification.
6. Scale Score	Scale score values are as follows: CSTs —150 to 600, with 350 as the lowest score for a proficient performance level CMA —150 to 600, with 350 as the lowest score for a proficient performance level (grades three through eight who took a grade-level

CMA in ELA; grades three through seven in mathematics; and grades five and eight in science)

CAPA—15 to 60, with 35 as the lowest score for a proficient performance level

STS—150 to 600, with 350 as the lowest score for a proficient performance level (grade-level RLA and mathematics in grades two through seven)

Applies to all CSTs, CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), all CAPA, and STS for grades two through seven (grade-level RLA and mathematics).

7. Performance Level


The student's performance level on this test: advanced (ADV), proficient (PRO), basic (B), below basic (BB), or far below basic (FBB). The target is for all students to score proficient or advanced. Applies to all CSTs, the grade-level CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), all CAPA tests, and the grade-level STS for grades two through seven (grade-level RLA and mathematics).

8. Percent (%) Correct


Student's score on the CMA for grade nine ELA, grade ten Life Science, and EOC Algebra I or the STS for RLA in grades eight through eleven and EOC Algebra I and Geometry, which is the percent of correct responses the student made in a content area on these tests. Scale scores and performance levels are not available for tests whose results are presented in percent correct.

Student Record Label Samples


CST for Grade Three, with CMA

SIMS, CARL				CST and CMA			
	Grade Enrolled:	3	Test Date:	Local ID:			
			Spring 2010	5432			
	CRL Number:	08	DOB: 07/01/2001	SSID:			
				2345678901			
School Code: 1111111 District Code: 9999999							
School: Any School							
District: Any District							
				Test	A/M	Scale Score	Performance Level
				ELA - CST		364	Proficient
				Math - CMA		355	Proficient
Legend: DOB = Date of Birth; CRL = California Reading List; M = Modifications; A = Accommodations							


CST for Grade Ten, with CMA

JONES, LYN				CST and CMA							
	Grade Enrolled:	10	Test Date:	Local ID:							
			Spring 2010	6789							
	CRL Number:	10	DOB: 07/01/1995	SSID:							
				1234567890							
School Code: 1111111 District Code: 9999999											
School: Any School											
District: Any District											
				Test	A/M	Scale Score or % Correct	Performance Level	Test	A/M	Scale Score or % Correct	Performance Level
				ELA-CST		326	Basic	Biology		308	Basic
				Algebra I-CMA		69%		Life Science		330	Basic
				World History		319	Basic				
Legend: DOB = Date of Birth; CRL = California Reading List; M = Modifications; A = Accommodations											

CAPA Level III, Grade Five

SHOEMAKER, AMANDA				CAPA		
	Grade Enrolled:	5	Test Date:	Local ID:		
			Spring 2010	2345		
	CRL Number:	N/A	DOB: 03/12/1999	SSID:		
				3456789012		
School Code: 1111111 District Code: 9999999						
School: Any School						
District: Any District						
				Test	Scale Score	Performance Level
				Level III ELA	41	Advanced
				Level III Math	42	Advanced
				Level III Science	37	Proficient
Legend: DOB = Date of Birth						

STS for Grade Eight

MORALES, PABLO				Standards-based Tests in Spanish		
	Grade Enrolled:	8	Test Date:	Local ID:		
			Spring 2010	2468		
	CRL Number:		DOB: 05/25/1996	SSID:		
				3456789012		
School Code: 1111111 District Code: 9999999						
School: Any School						
District: Any District						
				Test	A/M	% Correct
				RLA - STS		84
				Algebra I - STS	A	92
Legend: DOB = Date of Birth; M = Modifications; A = Accommodations						

STAR Student Master List

Purpose	To provide school administrators with a single list of all students and their scores for a grade, or year-round schedule within a grade, at a school.
Format	<p>Student names are printed in alphabetical order within each grade, by last name, first name, and middle initial. Test scores are listed in the following order:</p> <ul style="list-style-type: none"> • CST/CMA scores (CMA scores can appear in records only for students in grades three through eleven who took the test) • CAPA scores • STS scores <p>If scores are not available, a reason code is printed.</p>
Action	This report can be used by school administrators to look up student results. The report may be used to scan the student scores to assist in the identification of students for further evaluation for participation in special or intervention programs.
Focus	Individual student performance on the CST/CMA, CAPA, and STS, including performance on the reporting clusters for the CSTs, the CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), and the STS. Reporting cluster information is not available for the CMA for grade nine ELA, grade ten Life Science, and EOC Algebra I or the CAPA.

For the lists of 2010 reporting clusters and number of questions for each, see Appendix A—for the CSTs, data start on page 121; for the CMA, data start on page 129; and for the STS, data start on page 132. There are no reporting clusters for the CAPA.

Writing Applications Standards Scores for Grade Seven

Writing Applications is one of six reporting clusters for the California English–Language Arts Standards Tests for grade seven and one of the reporting clusters for the California English–Language Arts Modified Assessment for grade seven. As with the other ELA reporting clusters, there is no scale score, performance level, or passing score for the Writing Applications reporting cluster. Writing scores should not be isolated for individual students or groups of students on this or any other reporting cluster to determine a performance level or “passing” score or to use these scores to make any placement decisions.

The overall ELA tests are equated from year to year to account for differences in the difficulty levels of the tests. The reporting clusters are not equated from year to year. Because there are no adjustments for differences in the difficulty levels of individual reporting clusters from year to year, comparing the results for individual reporting clusters from one year to the next is inappropriate. This means that there should be no year-to-year comparisons of the Writing Applications reporting cluster scores.

For the CST for grade seven, to score an individual student’s writing test, a single rater gave the student’s response a score of 1 to 4. The rating was then doubled, so that the student received a writing score of 2, 4, 6, or 8. The writing score was added to the ELA multiple-choice score (possible 75) for a total possible raw score of 83. Generally, CST for ELA scale scores for students in grade seven are derived on the basis of this 83-point scale for raw scores. If a student’s CST writing test could not be scored, a 75-point raw score scale may be used.

For the CMA for grade seven, to score an individual student’s writing test, a single rater gave the student’s response a score of 1 to 4. The writing score was added to the ELA multiple-choice score (possible 54) for a total possible raw score of 58 points. Generally, CMA for ELA scale scores for students in grade seven are derived on the basis of this 58-point scale for raw scores. If a CMA student’s CMA grade seven writing test could not be scored, a 54-point raw score scale may be used.

CMA Scores for Grade Nine ELA, Grade Ten Life Science, and EOC Algebra I

Because this is the first operational test for the grade-level CMA for ELA (Grade 9) and Life Science (Grade 10) and EOC Algebra I, there are no scale scores or performance levels available for students who took this test. Instead, CMA scores for students who took the grade-level CMA for ELA (Grade 9) and Life Science (Grade 10) and EOC Algebra I (grades seven through eleven) are presented as percent correct by content area.

STS Scores for Grades Eight Through Eleven RLA and EOC Algebra I and Geometry

The STS scores are presented as percent correct by content area and reporting cluster for grades eight through eleven RLA and EOC Algebra I and Geometry.

Explanation of CST/CMA and STS Student Master List Samples

STAR Standardized Testing And Reporting

Student Master List for Grade 3

School: Any School
School Code: 1111111
District: Any District
County/District Code: 9999999
Test Date: Spring 2010
Page: 1 of 4

1. Student Information

2. Student CRL

3. STAR test name

4. Scale Score (SS)

5. Test content area

6. Reporting cluster percent correct

7. Writing test score (RC6)

8. Performance Level

9. Reporting cluster name

10. Accommodation or Modification

Test Name		Reporting Cluster Percent Correct						Test Name		Reporting Cluster Percent Correct					
* SS	Perf Lev	RC1 Percent	RC2 Percent	RC3 Percent	RC4 Percent	RC5 Percent	RC6 Percent	* SS	Perf Lev	RC1 Percent	RC2 Percent	RC3 Percent	RC4 Percent	RC5 Percent	RC6 Percent
SIMS CARLA	364 PRO	85%	73%	63%	92%	56%		Math-CSTs	353 PRO	75%	44%	92%	69%	80%	
SSID: 2345678901 DOB: 6/014/2001 CRL: 5432															
SMITH ARTHUR	351 PRO	64%	76%	76%				Math-CST	361 PRO	88%	38%	83%	81%	100%	
SSID: 0198765432 DOB: 2/18/2000 CRL: 5432															

STAR Standardized Testing And Reporting

Student Master List for Grade 8

School: Any School
School Code: 1111111
District: Any District
County/District Code: 9999999
Test Date: Spring 2010
Page: 2 of 4

1. Student Information

2. Student CRL

3. Standards-based Tests in Spanish

4. Scale Score (SS)

5. Test content area

6. Reporting cluster percent correct

7. Writing test score (RC6)

8. Performance Level

9. Reporting cluster name

10. Accommodation or Modification

11. Percent (%) Correct

Test Name		Reading-Language Arts						Test Name		Math					
* % Correct	RC1 Percent	RC2 Percent	RC3 Percent	RC4 Percent	RC5 Percent		* % Correct	RC1 Percent	RC2 Percent	RC3 Percent	RC4 Percent	RC5 Percent	RC6 Percent		
SANCHEZ MARIA	87.5%	85%	92%	90%	88%	82%	Algebra I-STs	92.8	88%	94%	100%	92%	90%		
SSID: 9876543210 DOB: 6/03/1996 CRL: 7890															
TORRES ALBERTO	77.8%	8%	78%	83%	74%	72%	Algebra I-STs	72.8%	68%	70%	84%	74%	68%		
SSID: 8765432109 DOB: 8/12/1996 CRL: 8901															

Table II.9 STAR Student Master List Descriptions

1. Student Information	Student's name, SSID number, and date of birth.
2. Student CRL	California Reading List (CRL) Number, which is based on the student's most recent CST for ELA score and may be used to obtain a list of books that may be appropriate for the student to read on the basis of the student's test score. See Appendix F on page 147 for more information on the CRL Number. Does not apply to the CMA, CAPA, or STS.
3. STAR test name	Name of the STAR test for which the results are reported.
4. Scale Score (SS)	Scale score values are as follows: CSTs —150 to 600, with 350 as the lowest score for a proficient performance level CMA —150 to 600, with 350 as the lowest score for a proficient performance level CAPA —15 to 60, with 35 as the lowest score for a proficient performance level STS —150 to 600, with 350 as the lowest score for a proficient performance level

	Applies to all CSTs, the grade-level CMA for grades three through eight (ELA and mathematics, and science for grades five and eight), all CAPA, and the grade-level STS for grades two through seven (RLA and mathematics).
5. Test content area	Content area of the tests taken.
6. Reporting cluster percent correct	Name and percent correct for each reporting cluster (RC). Reporting clusters vary by grade and content area. Applies to all CST and STS and the CMA in grades three through eight only (grade-level ELA and mathematics, and science for grades five and eight).
7. Writing test score (RC6)	<p>Writing Applications Standards Score for grade seven would appear here under the title “Writing App.” Possible writing scores are 2, 4, 6, or 8 for the CST for Writing and 1, 2, 3, or 4 for the CMA for Writing. If no writing score is available, one of these letters will appear:</p> <p>B—The student submitted a blank paper. C—The student copied the task instead of completing it. I—The student’s writing was illegible. L—The student wrote in a language other than English. R—The student refused to write. T—The student wrote an essay on something other than the assigned topic. W—The student wrote on a prompt from an earlier testing period. NT—Not taken.</p>
8. Performance Level (Perf Lev)	The student’s performance level on this test: advanced (ADV), proficient (PRO), basic (B), below basic (BB), or far below basic (FBB). The target is for all students to score proficient or advanced. Applies to all CSTs, the grade-level CMA in grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), all CAPA, and the STS in grades two through seven (grade-level RLA and mathematics).
9. Reporting cluster name	Applies to all CST and STS tests and the CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight) only.
10. A (accommodation) or M (modification)	<p>A appears if the student used accommodations during the test. M appears if the student used a modification on the specified CST or STS. M appears if the student used both an accommodation <i>and</i> a modification.</p>
11. Percent (%) correct	For the grade-level CMA for grade nine ELA, grade ten Life Science, and EOC Algebra I and the STS for RLA in grades eight through eleven and EOC Algebra I and Geometry subgroups and content areas, the average percent correct of all students in the subgroup for that content area. Does not apply to the CSTs, the CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), all CAPA, and the STS for grades two through seven (grade-level RLA and mathematics).

Student Master List Sample Records

CST/CMA for Grade Three

California Standards Test and California Modified Assessment																
Student Information	Test Name								Test Name							
	* SS	Perf Lev	RC1 Percent	RC2 Percent	RC3 Percent	RC4 Percent	RC5 Percent	RC6 Percent	* SS	Perf Lev	RC1 Percent	RC2 Percent	RC3 Percent	RC4 Percent	RC5 Percent	RC6 Percent
SIMS CARLA	ELA-CST								Math-CSTs							
	364	PRO	85%	73%	83%	92%	58%		353	PRO	75%	44%	92%	68%	80%	
* SSID DOB 2345678901 6/014/2001 5432 CRL=06																
Student Information	* SS	Perf Lev	RC1 Percent	RC2 Percent	RC3 Percent	RC4 Percent	RC5 Percent	RC6 Percent	* SS	Perf Lev	RC1 Percent	RC2 Percent	RC3 Percent	RC4 Percent	RC5 Percent	RC6 Percent
	ELA-CMA								Math-CST							
SMITH ARTHUR	Vocab. Underst. Language								Num Sens 1 & 3 Num Sens 2 Alg/Func Meas/Geo Stats							
	351	PRO	64%	76%	76%				361	PRO	88%	38%	83%	81%	100%	
* SSID DOB 0198765432 2/19/2000 5432 CRL=																

CST/CMA for Grade Ten

California Standards Test and California Modified Assessment																
Student Information	Test Name								Test Name							
	* SS or %	Perf Lev	RC1 Percent	RC2 Percent	RC3 Percent	RC4 Percent	RC5 Percent	RC6 Pct./Score	* SS or %	Perf Lev	RC1 Percent	RC2 Percent	RC3 Percent	RC4 Percent	RC5 Percent	RC6 Percent
SALINAS MARIA	ELA								Algebra I-CMA							
	355	PRO	100%	83%	60%	63%	41%		72							
* SSID DOB 1234567890 5/29/1994 6789 CRL=12	World History								Biology							
	369	PRO	78%	78%	80%	81%	20%		364	PRO	56%	56%	94%	73%	50%	
	Life Science															
	412	ADV	60%	67%	100%	91%	82%	Invest/Exper 100%								
SAMUELSON MICHAEL	ELA								Geometry							
	389	PRO	100%	88%	75%	85%	75%		372	PRO	83%	64%	63%	80%		
* SSID DOB 2345678901 8/18/1994 6790 CRL=12	World History								Chemistry							
	446	ADV	92%	100%	71%	77%	100%		340	B	38%	89%	50%	54%	60%	83%
	Life Science															
	359	PRO	30%	50%	60%	73%	91%	Invest/Exper 100%								

CAPA

CAPA																
Student Information	Test Name								Test Name							
	PC	SS	Perf Lev						SS	Perf Lev						
HODGES CLINTON	CAPA ELA I								CAPA Math I							
	048	ADV							028	BB						
* SSID DOB 345678901 12/18/1993 6791	CAPA Science I															
	033	B														
SINGH AMITA	CAPA ELA V								CAPA Math V							
	036	PRO							033	B						
* SSID DOB 456789012 2/14/1994 6792	CAPA Science V															
	035	PRO														

STS for Grade Eight

Standards-based Tests in Spanish																
Student Information	Test Name								Test Name							
	* % Correct	RC1 Percent	RC2 Percent	RC3 Percent	RC4 Percent	RC5 Percent			* % Correct	RC1 Percent	RC2 Percent	RC3 Percent	RC4 Percent	RC5 Percent	RC6 Percent	
SANCHEZ MARIA	ELA-STIS								Algebra I-STIS							
	87.5%	85	92%	90%	88%	82%			92.8	88%	94%	100%	92%	90%		
* SSID DOB 9876543210 6/03/1996 7890																
TORRES ALBERTO	ELA-STIS								Algebra I-STIS							
	77.6%	8%	78%	83%	74%	72%			72.8%	68%	70%	84%	74%	68%		
* SSID DOB 8765432109 8/1/2/1996 8901																

STAR Student Reports

Purpose	To show a student's achievement on the tests in the STAR Program to parents/guardians, students, and teachers. The student report received by the parents/guardians includes the same information as does the report received by the teacher.
Format	<p>The STAR Student Report for the CSTs consists of a single two-sided page:</p> <ul style="list-style-type: none"> • Front: student scores • Back: <ul style="list-style-type: none"> ▪ Student's number correct in the content area (reporting cluster) and percent-correct scores compared to the average percent-correct range for students statewide who scored proficient on the total test. ▪ The grade eleven report also includes results for the Early Assessment Program (EAP) if the student opted to take the EAP. <p>The STAR Student Report for the CMA consists of a single two-sided page:</p> <ul style="list-style-type: none"> • Front: student scores (performance levels for grades three through eight grade-level ELA and mathematics, and science for grades five and eight tests and percent correct for the CMA for grade nine ELA, grade ten Life Science, and EOC Algebra I). • Back: <ul style="list-style-type: none"> ▪ For grades three through eight, student's number correct in the content area (reporting cluster) for grade-level ELA and mathematics and science for grades five and eight and percent-correct scores compared to the average percent-correct range for students statewide who scored proficient on the total test. ▪ For grade eight who took only the CMA for Algebra I and grades nine through eleven, more information about the CMA. <p>The STAR Student Report for the CAPA consists of a single two-sided page:</p> <ul style="list-style-type: none"> • Front: student scores • Back: explanation of the CAPA and CAPA levels <p>The STAR Student Report for the STS consists of a single two-sided page:</p> <ul style="list-style-type: none"> • Front: student scores (performance levels for grades two through seven grade-level RLA and mathematics and percent correct for RLA in grades eight through eleven and EOC Algebra I and Geometry). • Back: <ul style="list-style-type: none"> ▪ For RLA and mathematics grade-level tests in grades two through seven, student's number correct in the content area (reporting cluster) and percent-correct scores compared to the average percent-correct range for students statewide who scored proficient on the total test. ▪ For RLA in grades eight through eleven and EOC Algebra I and Geometry, content area reporting clusters with percent-correct scores.
Action	School districts must forward or mail the copy they receive to the student's parents/guardians within 20 working days of its delivery to the school district office. Schools may give the copy they receive to the student's current teacher or counselor.
Focus	Individual student's results.

Data displayed on the samples in this guide are for demonstration purposes only and may not reflect valid data.

For the lists of 2010 reporting clusters and number of questions for each, see Appendix A. For the CSTs, data start on page 121; for the CMA, data start on page 129; and for the STS, data start on page 132. There are no reporting clusters for the CAPA.

Explanation of Student Report for the CSTs

Front Page, Top: Student Information

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: 9999999999
STUDENT #: 0000052392
GRADE: 7

DATE OF BIRTH: 02/04/1997
TEST DATE: Spring 2010

1. Student identification

2. Student's mailing address

FOR THE PARENT/GUARDIAN OF:
ARTHUR BELL
1234 Main Street
City, CA 12345

SCHOOL: CALIFORNIA Middle School
DISTRICT: CALIFORNIA Unified

3. School and district

Dear Parent/Guardian,

Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.

This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all - preparing students to succeed in school and beyond.

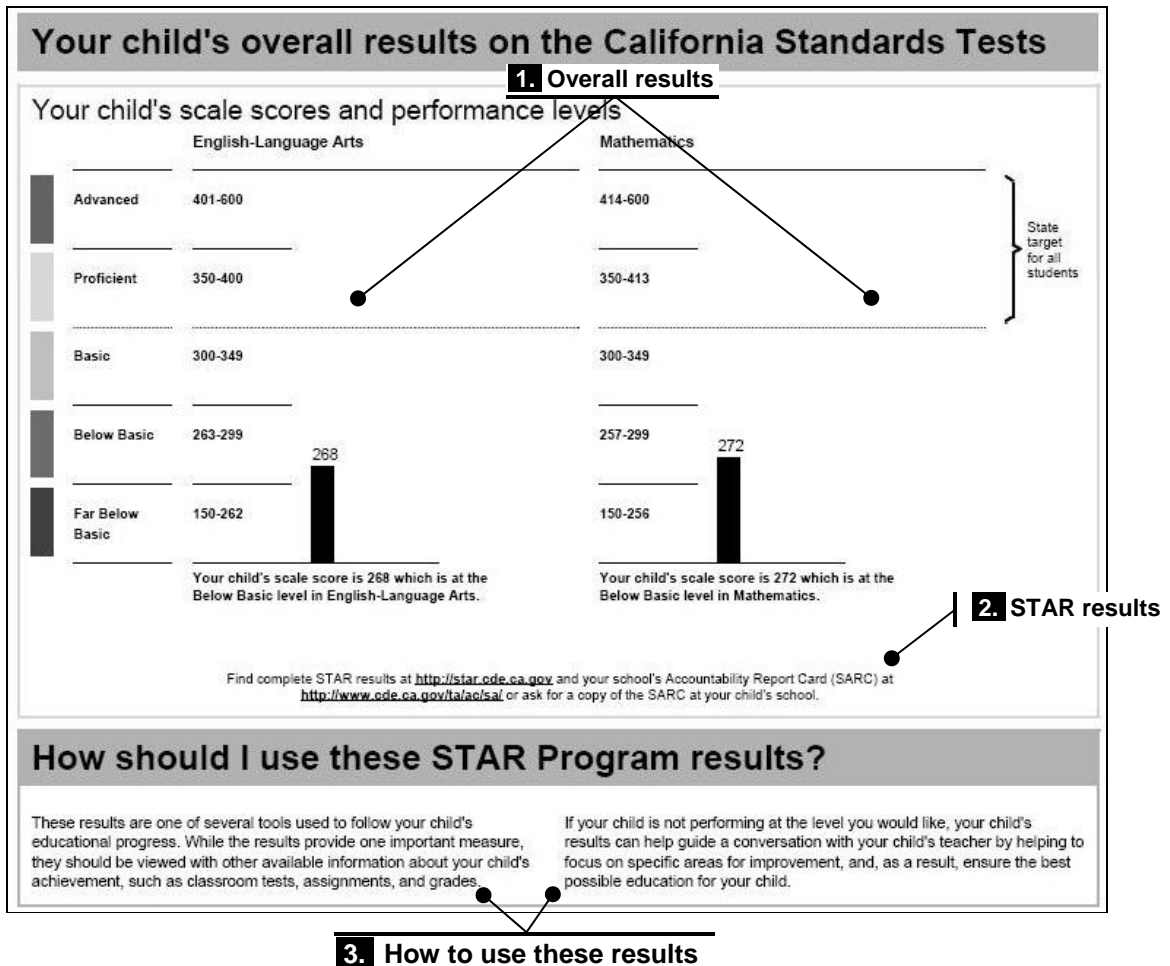
Sincerely,
Jack O'Connell
JACK O'CONNELL,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

4. Letter

DEPARTMENT OF EDUCATION
STATE OF CALIFORNIA

Table II.10 The Student Report for the CSTs: Student Information Descriptions

1. Student identification	Information about the student. <i>Note:</i> The grade noted indicates the grade in which the student was enrolled.
2. Student's mailing address	Student's mailing address, if provided by the school district.
3. School and district	School and district name.
4. Letter	Letter from the State Superintendent of Public Instruction explaining the purpose of the report.

Front Page, Bottom: Student's Overall Results on the California Standards Tests**Table II.11 The Student Report for the CSTs: Student's Overall Results Descriptions****1. Overall results**

The student's overall results on the CSTs. The vertical bars represent the scale score for each content area and show how close the student's performance is to the state target of proficient or advanced. The number at the top of each bar shows the scale score for each content area. English-language arts and mathematics are included in grades two through eleven. History-social science is included in grades eight through eleven. Science is included in grades five, eight, nine, ten, and eleven.

Please note that a scale score is derived from a statistical process. It is *not* possible to calculate a scale score by multiplying a student's percent correct across content areas by 600.

If the student did not take one or more of these tests or if a score was unable to be reported, this is noted as one of the following:

- Your child did not take a California Standards Test in this subject or a score was unable to be reported. (Printed on the report when the student was absent, not tested per request of the parent/guardian, or not given a test for any other reason.)
- Test not scored because student did not answer a sufficient number of questions to produce a score.
- Test not scored because test grade did not match student's grade. (Printed on the report when the grade on the School and Grade

	<p>Identification [SGID] sheet was different from the answer document grade level.)</p> <ul style="list-style-type: none"> • Test not scored because test name was not marked on answer document. (Printed on the report when the student took an end-of-course test in mathematics [grades seven through eleven] or science [grades nine through eleven] but the test name—Algebra I, Geometry, etc.—was not marked. For students in grade seven, if no test was marked, then the default mathematics test is the grade seven mathematics test.)
2. STAR results	Lists Web addresses for finding complete STAR results or the School Accountability Report Card.
3. How to use these results	Gives context for interpreting the results and suggests ways that parents/guardians can use the results to help their child succeed in school.

Back Page, Top: Student's Strengths and Needs

This section of the report breaks down the content areas into reporting clusters. The tables show how the student performed in each reporting cluster for each test taken.

The bar (—) represents the average percent-correct range for students statewide who scored proficient on the total test.

The diamond (◆) represents the student's percent correct for that content area (reporting cluster). The position of the diamonds on the table shows the relationship of the student's percent correct to the scores of students statewide who achieved proficient on the total test. There are no scale scores or performance levels for the reporting clusters.

There are four types of CST student reports; each type is based on the number of content areas for which the CSTs are required:

1. Two content areas for grades two, three, four, six, and seven
These reports include reporting cluster information for English–language arts and mathematics plus an overview of the content standards that were tested.
2. Three content areas for grade five
This report includes reporting cluster information for each content area plus a section listing additional resources.
3. Four content areas for grades eight and nine
These reports include reporting cluster information for each content area.
4. Five content areas for grades ten and eleven
These reports include reporting cluster information for each content area plus a section on the EAP results (grade eleven only).

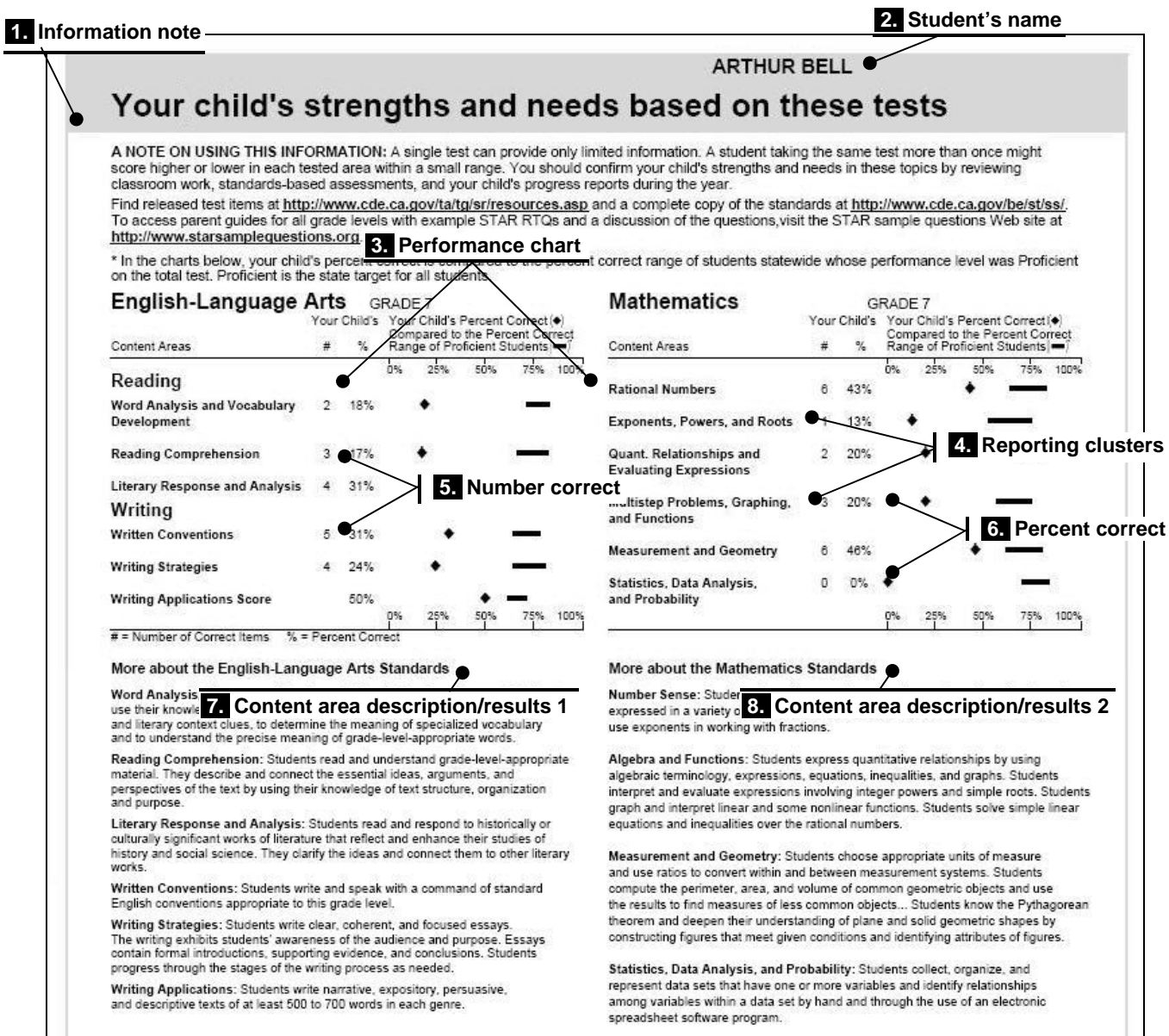


Table II.12 The Student Report for the CSTs: Student's Strengths and Needs Descriptions

1. Information note	A note about using the information in the report and Web addresses for released test items and content standards.
2. Student's name	The student's name, printed on the back page of all STAR Student Reports.
3. Performance chart	Diamonds show the student's percent-correct score; bars show the range of average percent-correct scores for students statewide who scored proficient on the total test. * See page 75 for a description of the diamond (◆) placement.
4. Reporting clusters	Content area reporting clusters for English-language arts and mathematics (all grades).
5. Number correct	The number of questions answered correctly by the student for this reporting cluster.
6. Percent correct	The percent of questions answered correctly by the student for this reporting cluster.

7. Content area description/results 1	Content area cluster results for science (grade five); <i>or</i> Content area cluster results for history–social science (grades eight, nine, ten, and eleven); <i>or</i> English–language arts standards descriptions (grades two, three, four, six, and seven).
8. Content area description/results 2	Content area cluster results for history–social science (grade eleven); <i>or</i> Content area cluster results for science (grades eight, nine, ten, and eleven); <i>or</i> Mathematics standards descriptions (grades two, three, four, six, and seven); <i>or</i> Information about other resources (grade five).

Back Page, Bottom: Student’s California Reading List Number

California Reading List (CRL)

Your child’s recommended California Reading List Number is 8.

This recommended reading list will provide you with a list of titles, no single score will tell you what books your child can or should read - encourage your child to explore other reading list numbers to find books of interest.

To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on California Reading List
- Click Search for a Reading List to find books for your child

1. California Reading List Number

California

More about the STAR Program

Questions about the STAR Program or your child’s test results should first be directed to your child’s teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/>.

2. More about STAR

Table II.13 The Student Report for the CSTs: Student’s California Reading List Number and More about STAR

1. California Reading List Number	The California Reading List Number is based on the student’s CST for ELA score. Parents/guardians may use the student’s grade and the CRL number to visit the STAR Web site at http://star.cde.ca.gov/ , and then select the link <u>California Reading List</u> to obtain titles of books that the student should be able to read independently. See Appendix F: California Reading List Number on page 147 for more information about using the California Reading List Web site.
--	---

2. More about STAR

Provides information about how parents/guardians can acquire more information about the STAR Program. If the student is in grade ten, this section will appear under the CRL description.

For students in grade eleven, this section also presents information about the Early Assessment Program (EAP), a joint program of the CDE, the California State University (CSU), and the California Community Colleges (CCC) and results for the EAP (if the student took the EAP). If the student did not participate in the EAP, the status will read, “Not Applicable.” Additional information regarding the EAP can be found at <http://www.collegeEAP.org>.

Early Assessment Program (EAP)

EAP statuses are provided by CSU and California Community Colleges (CCC). Explanation of the statuses can be found at www.collegeEAP.org.

English Status: Not yet demonstrating readiness for CSU or participating CCC college-level English courses

Mathematics Status: Ready for CSU or participating CCC college-level mathematics courses

Samples of Student Reports for the CSTs

Grade Five, Front

<h1 style="margin: 0;">STAR Student Report</h1>			
USING ASSESSMENTS TO HELP STUDENTS LEARN			
LOCAL ID #: 999999999 STUDENT #: 0000052392 GRADE: 5	DATE OF BIRTH: 06/17/1999 TEST DATE: Spring 2010	<p>Dear Parent/Guardian,</p> <p>Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.</p> <p>This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.</p> <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 60%;"> <p>Sincerely,</p> <p>JACK O'CONNELL, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION</p> </div> <div style="width: 35%; text-align: center;"> </div> </div>	
FOR THE PARENT/GUARDIAN OF: Susan Long 1234 Main Street City, CA 12345		SCHOOL: CALIFORNIA Elementary School DISTRICT: CALIFORNIA Unified	
Your child's overall results on the California Standards Tests			
Your child's scale scores and performance levels			
	English-Language Arts	Mathematics	Science
Advanced	395-600	430-600	410-600
Proficient	350-394	350-429	350-409
Basic	300-349	300-349	300-349
Below Basic	271-299	248-299	268-299
Far Below Basic	150-270	150-247	150-267
	Your child's scale score is 302 which is at the Basic level in English-Language Arts.	Your child's scale score is 348 which is at the Basic level in Mathematics.	Your child's scale score is 310 which is at the Basic level in Science.
Find complete STAR results at http://star.cde.ca.gov and your school's Accountability Report Card (SARC) at http://www.cde.ca.gov/ta/ac/sa/ or ask for a copy of the SARC at your child's school.			
How should I use these STAR Program results?			
These results are one of several tools used to follow your child's educational progress. While the results provide one important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.		If your child is not performing at the level you would like, your child's results can help guide a conversation with your child's teacher by helping to focus on specific areas for improvement, and, as a result, ensure the best possible education for your child.	

Grade Five, Back

SUSAN LONG

Your child's strengths and needs based on these tests

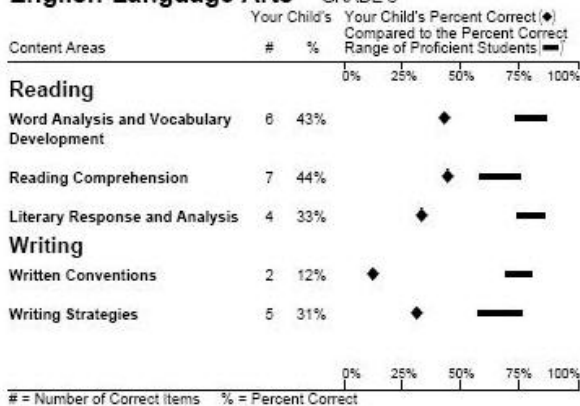
A NOTE ON USING THIS INFORMATION: A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and your child's progress reports during the year.

Find released test items at <http://www.cde.ca.gov/ta/tg/sr/resources.asp> and a complete copy of the standards at <http://www.cde.ca.gov/be/st/ss/>. To access parent guides for all grade levels with example STAR RTQs and a discussion of the questions, visit the STAR sample questions Web site at <http://www.starsamplequestions.org>.

* In the charts below, your child's percent correct is compared to the percent correct range of students statewide whose performance level was Proficient on the total test. Proficient is the state target for all students.

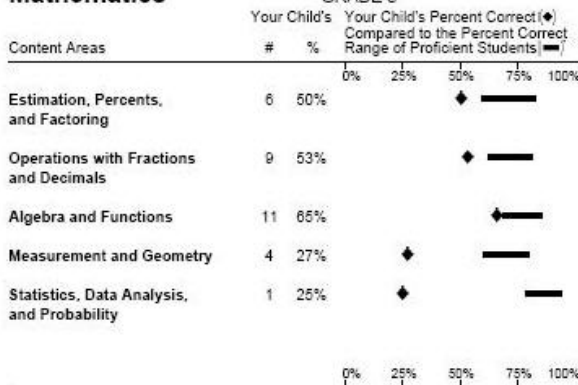
English-Language Arts

GRADE 5



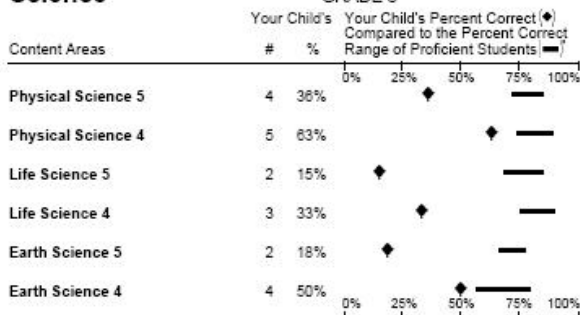
Mathematics

GRADE 5



Science

GRADE 5



Additional Resources

California's content standards for English-language arts, mathematics, science, and history-social science describe what all students should know and be able to do by the end of each grade level or high school course. The California Standards Tests assess how well students in California public schools are acquiring the skills and knowledge specified in these standards. There are separate California Content Standards for each of the four content areas. The standards are available at <http://www.cde.ca.gov/be/st/ss/> on the Internet.

California Reading List (CRL)

Your child's recommended California Reading List Number is 6.

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read - encourage your child to explore other reading list numbers to find books of interest.

To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on California Reading List
- Click Search for a Reading List to find books for your child

More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/>.

Grade Eleven, Front

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: 999999999

STUDENT #: 0000052392

GRADE: 11

DATE OF BIRTH: 05/18/1992

TEST DATE: Spring 2010

FOR THE PARENT/GUARDIAN OF:

AMITA SINGH
1288 Main Street
City, CA 12345

SCHOOL: CALIFORNIA High School

DISTRICT: CALIFORNIA Unified

Dear Parent/Guardian,

Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.

This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.

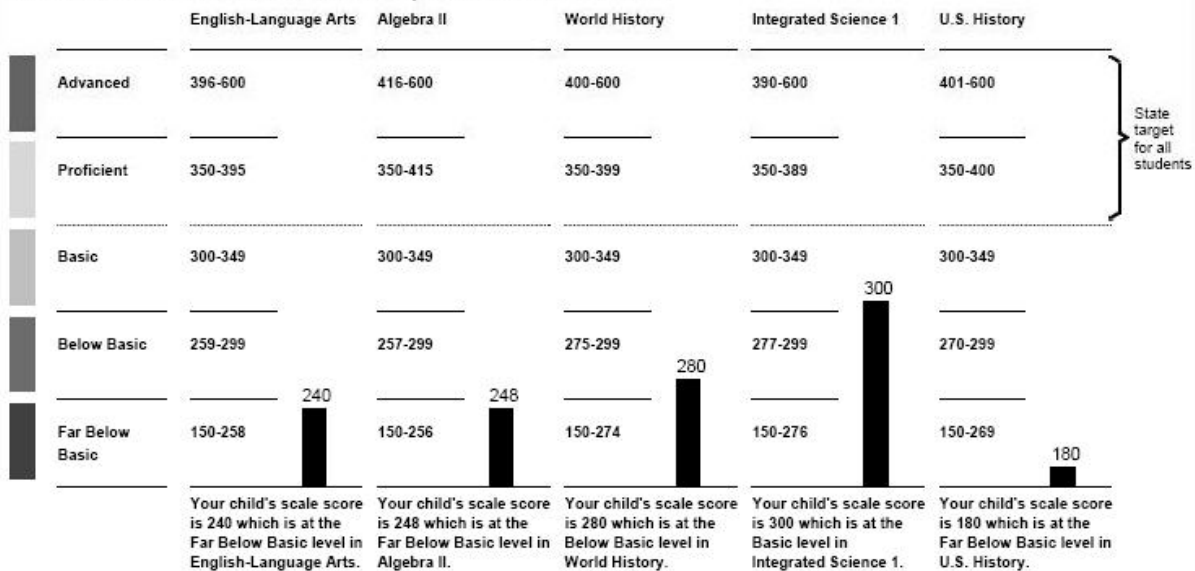
Sincerely,

Jack O'Connell
JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION



Your child's overall results on the California Standards Tests

Your child's scale scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at <http://www.cde.ca.gov/ta/ac/sa/> or ask for a copy of the SARC at your child's school.

How should I use these STAR Program results?

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

If your child is not performing at the level you would like, your child's results can help guide a conversation with your child's teacher by helping to focus on specific areas for improvement, and, as a result, ensure the best possible education for your child.

Grade Eleven, Back

AMITA SINGH

Your child's strengths and needs based on these tests

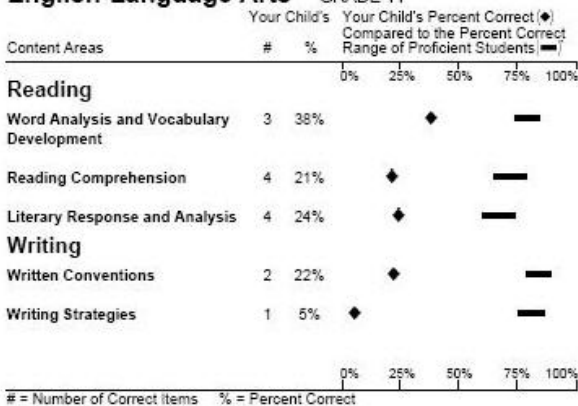
A NOTE ON USING THIS INFORMATION: A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and your child's progress reports during the year.

Find released test items at <http://www.cde.ca.gov/ta/tg/sr/resources.asp> and a complete copy of the standards at <http://www.cde.ca.gov/be/st/ss/>. To access parent guides for all grade levels with example STAR RTQs and a discussion of the questions, visit the STAR sample questions Web site at <http://www.starsamplequestions.org>.

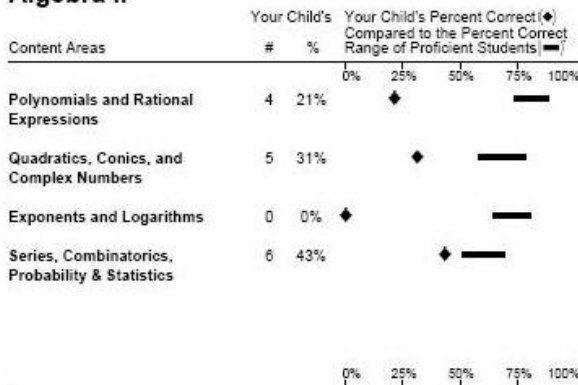
* In the charts below, your child's percent correct is compared to the percent correct range of students statewide whose performance level was Proficient on the total test. Proficient is the state target for all students.

English-Language Arts

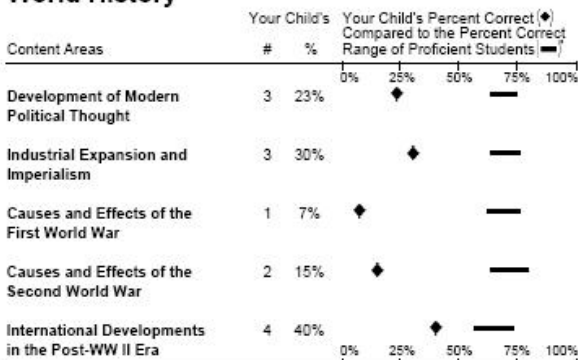
GRADE 11



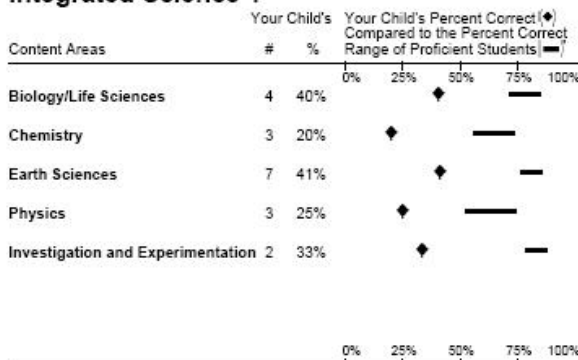
Algebra II



World History



Integrated Science 1



California Reading List (CRL)

Your child's recommended California Reading List Number is 12.

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read - encourage your child to explore other reading list numbers to find books of interest.

To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on California Reading List
- Click Search for a Reading List to find books for your child

Early Assessment Program (EAP)

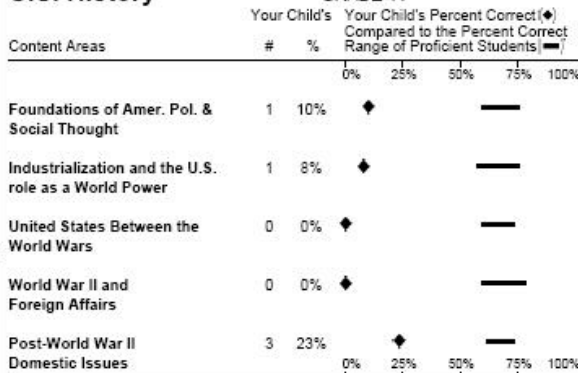
EAP statuses are provided by CSU and California Community Colleges (CCC). Explanation of the statuses can be found at www.collegeEAP.org.

English Status: Not yet demonstrating readiness for CSU or participating CCC college-level English courses

Mathematics Status: Ready for CSU or participating CCC college-level mathematics courses

U.S. History

GRADE 11



Explanation of Student Report for the CMA**Front Page, Top: Student Information**

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: 999999999
STUDENT #: 0000052392
GRADE: 5

DATE OF BIRTH: 11/20/1999
TEST DATE: Spring 2010

1. Student identification

2. Student's mailing address

FOR THE PARENT/GUARDIAN OF:
BIANCA SMITH
1234 Main Street
City, CA 12345

3. School and district

SCHOOL: CALIFORNIA Elementary School
DISTRICT: CALIFORNIA Unified

Dear Parent/Guardian,

Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level. Your child participated in the STAR Program by taking the California Modified Assessment (CMA). The CMA measures your child's understanding of selected California content standards.

This report shows your child's scores on the CMA. I encourage you to discuss the results with your child and your child's teacher(s). The CMA results help us understand how well our schools are doing and how we might do better in the most important job of all - preparing students to succeed in school and beyond.

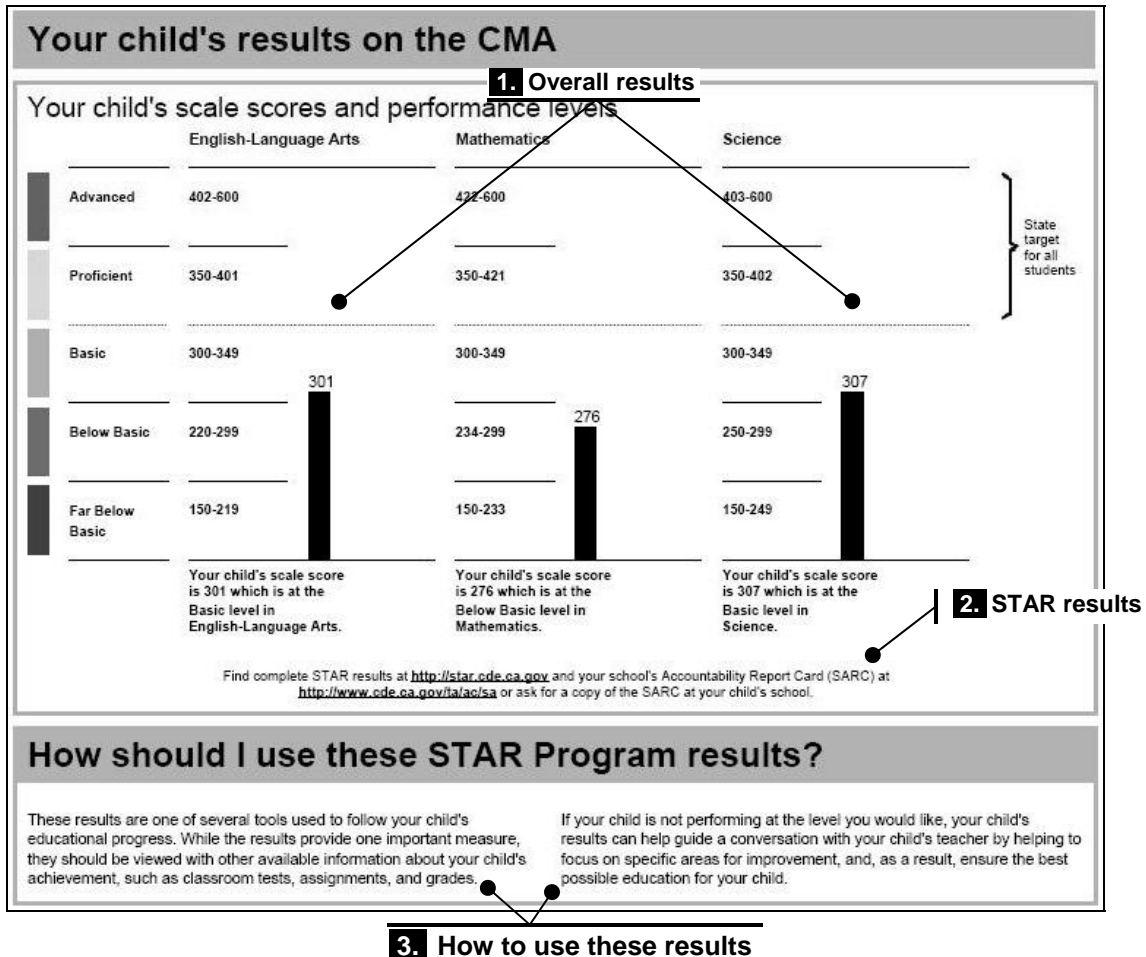
Sincerely,
Jack O'Connell
JACK O'CONNELL,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

4. Letter

DEPARTMENT OF EDUCATION
STATE OF CALIFORNIA

Table II.14 The Student Report for the CMA: Student Information Descriptions

1. Student identification	Information about the student. <i>Note:</i> The grade indicates the grade in which the student was enrolled.
2. Student's mailing address	Student's mailing address, if provided by the school district.
3. School and district	School and district name.
4. Letter	Letter from the State Superintendent of Public Instruction explaining the purpose of the report.

Front Page, Bottom: Student's Overall Results on the California Modified Assessment**Table II.15 The Student Report for the CMA: Student's Overall Results Descriptions****1. Overall results**

Grades three through eight (grade-level ELA and mathematics, and science for grades five and eight): Provides the student's overall results on the CMA. The vertical bars represent the scale score for each content area and show how close the student's performance is to the state target of proficient or advanced. The number at the top of each bar shows the scale score for each content area.

Grade nine ELA, grade ten Life Science, and EOC Algebra I:

Provides the student's overall results on the CMA; the vertical bars represent percent correct.

Test not taken: If the student did not take one or more of these tests or if a score was unable to be reported, this is noted as one of the following:

- Your child did not take the California Modified Assessment in this subject or a score was unable to be reported. (Printed on the report when the student was absent, not tested per request of the parent/guardian, or took the CST in this subject.)
- Test not scored because student did not answer a sufficient number of questions to produce a score.
- Test not scored because test grade did not match student's grade. (Printed on the report when the grade on the SGID sheet was different from the answer document grade level.)

2. STAR results	Lists Web addresses for finding complete STAR results or the School Accountability Report Card.
3. How to use these results	Gives context for interpreting the results and suggests ways that parents/guardians can use the results to help their child succeed in school.

Back Page, Top: More About Test Results

For grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), this section of the report breaks down the content areas into reporting clusters. The tables show how the student performed in each reporting cluster for each test taken.

The bar (—) represents the average percent-correct range for students statewide who scored proficient on the total test and the diamond (◆) represents the student's percent correct for that content area (reporting cluster). The position of the diamonds on the table shows where on the percentage graph the student scored. There are no scale scores or performance levels for the reporting clusters.

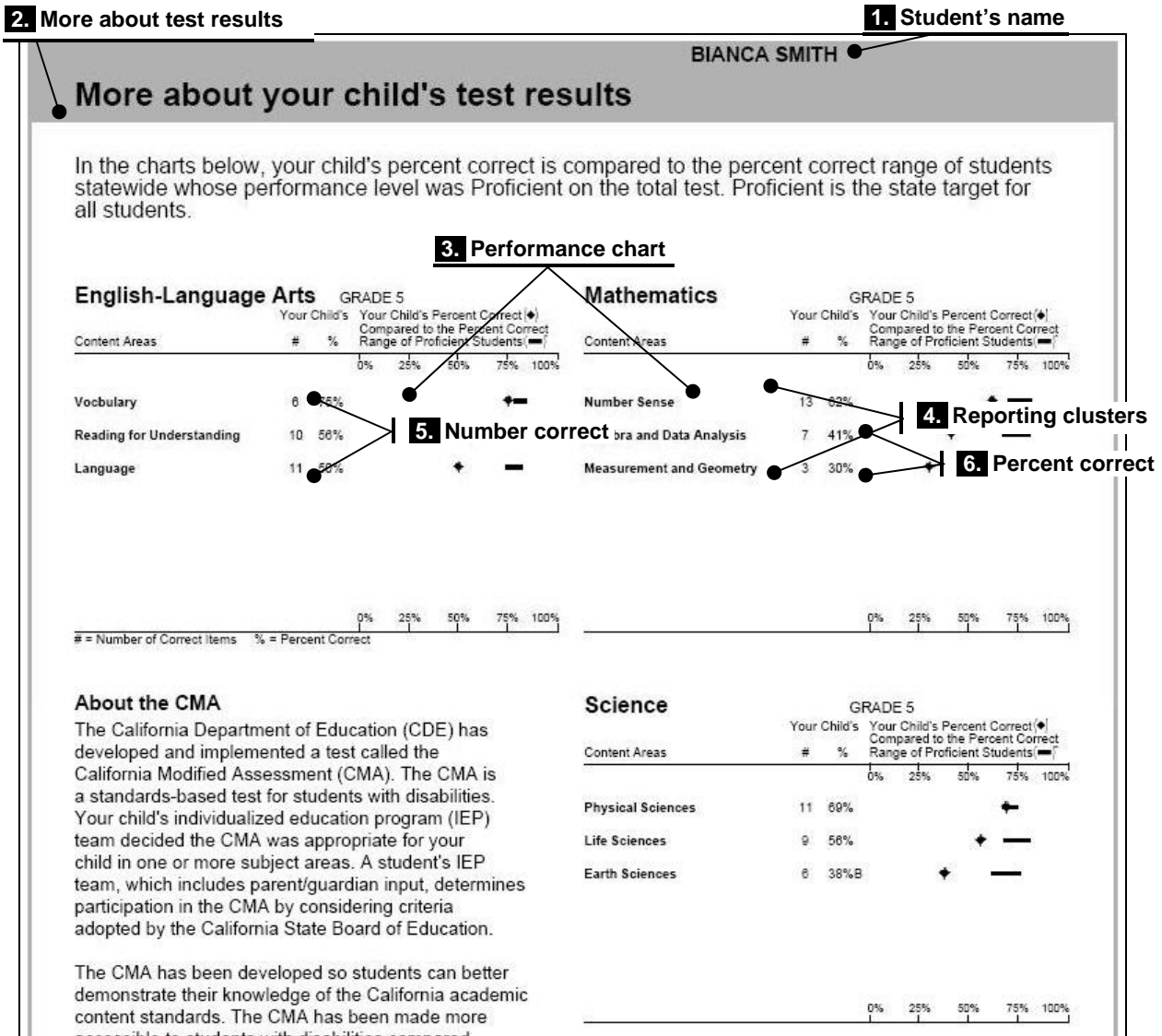


Table II.16 The Student Report for the CMA: Student's Strengths and Needs Descriptions

1. Student's name	The student's name, printed on the back page of all STAR Student Reports.
2. More about test results	Scale score results (grades three through eight grade-level ELA and mathematics, and science for grades five and eight);

	<p>or</p> <p>“About the CMA” and “More About STAR,” described in Table II.17 (grades seven and eight when the only CMA being reported is Algebra I and grades nine through eleven including Algebra I). Students in grade seven who were given the CMA for ELA will also see a score for the CMA for Writing in this section.</p>
3. Performance chart	The bar (—) represents the average percent-correct range for students statewide who scored proficient on the total test. The diamond (◆) represents the student’s percent correct for that content area (reporting cluster). The position of the diamonds on the table shows the relationship of the student’s percent correct to the scores of students statewide who achieved proficient on the total test. Grades three through eight (grade-level ELA and mathematics, and science for grades five and eight) only.
4. Reporting clusters	Content area reporting clusters for English–language arts and mathematics. Grades three through eight (grade-level ELA and mathematics, and science for grades five and eight) only.
5. Number correct	The number of questions answered correctly by the student for this reporting cluster. Grades three through eight (grade-level ELA and mathematics, and science for grades five and eight) only.
6. Percent correct	The percent of questions answered correctly by the student for this reporting cluster. Grades three through eight (grade-level ELA and mathematics, and science for grades five and eight) only.

Back Page, Bottom: About the CMA and the STAR Program




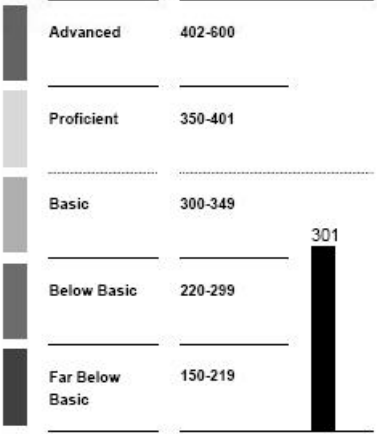
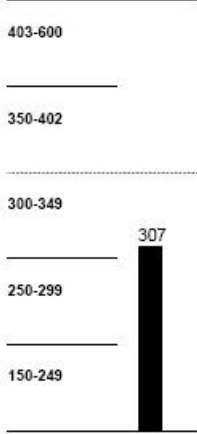
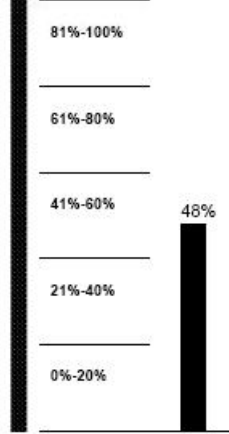
<p>About the CMA ◆ 1. About the CMA</p> <p>The California Department of Education (CDE) has developed and implemented a test called the California Modified Assessment (CMA). The CMA is a standards-based test for students with disabilities. Your child’s individualized education program (IEP) team decided the CMA was appropriate for your child in one or more subject areas. A student’s IEP team, which includes parent/guardian input, determines participation in the CMA by considering criteria adopted by the California State Board of Education.</p> <p>The CMA has been developed so students can better demonstrate their knowledge of the California academic content standards. The CMA has been made more accessible to students with disabilities compared to the California Standards Tests (CSTs).</p> <p>If your child took a CMA in one or more subject areas and the CST in another, you will receive two STAR Student Reports.</p> <p>Additional information on the CMA, including the test blueprints, sample items, and participation criteria, can be found on the CDE Web page at http://www.cde.ca.gov/ta/tg/sr/cmastar.asp.</p>	<p>More about the STAR Program ◆ 2. More about STAR</p> <p>Questions about the STAR Program or your child’s test results should first be directed to your child’s teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at http://www.cde.ca.gov/ta/tg/sr/.</p>
---	---

Table II.17 The Student Report for the CMA: More about STAR

1. About the CMA	Provides information about the CMA.
2. More about STAR	Provides information about how parents/guardians can acquire more information about the STAR Program.

Samples of Student Reports for the CMA

Grade Eight, Front

<h1 style="margin: 0;">STAR Student Report</h1>																										
USING ASSESSMENTS TO HELP STUDENTS LEARN																										
LOCAL ID #: 9999999999 STUDENT #: 0000052392 GRADE: 8	DATE OF BIRTH: 01/25/1996 TEST DATE: Spring 2010	<p>Dear Parent/Guardian,</p> <p>Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level. Your child participated in the STAR Program by taking the California Modified Assessment (CMA). The CMA measures your child's understanding of selected California content standards.</p> <p>This report shows your child's scores on the CMA. I encourage you to discuss the results with your child and your child's teacher(s). The CMA results help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.</p> <p>Sincerely,  JACK O'CONNELL STATE SUPERINTENDENT OF PUBLIC INSTRUCTION </p> <div style="text-align: right;">  </div>																								
<div style="display: flex; justify-content: space-between;"> <div style="width: 40%;">  <p>FOR THE PARENT/GUARDIAN OF: SAN ZHANG 1234 Main Street City, CA 12345</p> </div> <div style="width: 55%; background-color: #eee; padding: 10px;"> <p>SCHOOL: CALIFORNIA Middle School DISTRICT: CALIFORNIA Unified</p> </div> </div>																										
<h2 style="margin: 0;">Your child's results on the CMA</h2>																										
<div style="display: flex;"> <div style="flex: 1;"> <h3 style="margin: 0;">Your child's scores</h3> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>English-Language Arts</th> <th>Science</th> <th>Algebra I</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>402-600</td> <td>403-600</td> <td>81%-100%</td> </tr> <tr> <td>Proficient</td> <td>350-401</td> <td>350-402</td> <td>61%-80%</td> </tr> <tr> <td>Basic</td> <td>300-349</td> <td>300-349</td> <td>41%-60%</td> </tr> <tr> <td>Below Basic</td> <td>220-299</td> <td>250-299</td> <td>21%-40%</td> </tr> <tr> <td>Far Below Basic</td> <td>150-219</td> <td>150-249</td> <td>0%-20%</td> </tr> </tbody> </table> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>Your child's scale score is 301 which is at the Basic level in English-Language Arts.</p> </div> <div style="text-align: center;">  <p>Your child's scale score is 307 which is at the Basic level in Science.</p> </div> <div style="text-align: center;">  <p>Your child's percent correct is 48 in Algebra I.</p> </div> </div> </div> <div style="flex: 1; padding-left: 20px;"> <p>State target for all students</p> </div> </div>				English-Language Arts	Science	Algebra I	Advanced	402-600	403-600	81%-100%	Proficient	350-401	350-402	61%-80%	Basic	300-349	300-349	41%-60%	Below Basic	220-299	250-299	21%-40%	Far Below Basic	150-219	150-249	0%-20%
	English-Language Arts	Science	Algebra I																							
Advanced	402-600	403-600	81%-100%																							
Proficient	350-401	350-402	61%-80%																							
Basic	300-349	300-349	41%-60%																							
Below Basic	220-299	250-299	21%-40%																							
Far Below Basic	150-219	150-249	0%-20%																							
<p>Find complete STAR results at http://star.cde.ca.gov and your school's Accountability Report Card (SARC) at http://www.cde.ca.gov/ta/ac/sa or ask for a copy of the SARC at your child's school.</p>																										
<h2 style="margin: 0;">How should I use these STAR Program results?</h2>																										
<div style="display: flex;"> <div style="flex: 1; padding-right: 20px;"> <p>These results are one of several tools used to follow your child's educational progress. While the results provide one important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.</p> </div> <div style="flex: 1;"> <p>If your child is not performing at the level you would like, your child's results can help guide a conversation with your child's teacher by helping to focus on specific areas for improvement, and, as a result, ensure the best possible education for your child.</p> </div> </div>																										

Grade Eight, Back

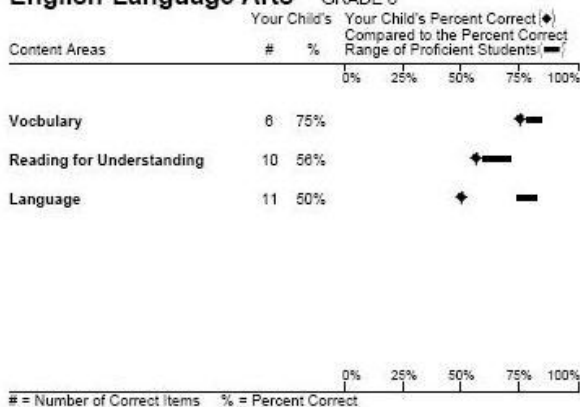
SAN ZHANG

More about your child's test results

In the charts below, your child's percent correct is compared to the percent correct range of students statewide whose performance level was Proficient on the total test. Proficient is the state target for all students.

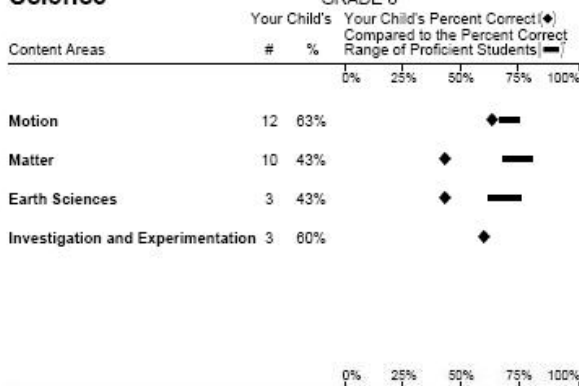
English-Language Arts

GRADE 8



Science

GRADE 8



About the CMA

The California Department of Education (CDE) has developed and implemented a test called the California Modified Assessment (CMA). The CMA is a standards-based test for students with disabilities. Your child's individualized education program (IEP) team decided the CMA was appropriate for your child in one or more subject areas. A student's IEP team, which includes parent/guardian input, determines participation in the CMA by considering criteria adopted by the California State Board of Education.

The CMA has been developed so students can better demonstrate their knowledge of the California academic content standards. The CMA has been made more accessible to students with disabilities compared to the California Standards Tests (CSTs).

If your child took a CMA in one or more subject areas and the CST in another, you will receive two STAR Student Reports.

Additional information on the CMA, including the test blueprints, sample items, and participation criteria, can be found on the CDE Web page at <http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>.

More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/>.

Grade Ten, Front

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: 999999999

STUDENT #: 0000052392

GRADE: 10

DATE OF BIRTH: 12/17/1994

TEST DATE: Spring 2010



FOR THE PARENT/GUARDIAN OF:

ENU MAKENA SMITH
1234 Main Street
City, CA 12345

SCHOOL: CALIFORNIA High School

DISTRICT: CALIFORNIA Unified

Dear Parent/Guardian,

Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level. Your child participated in the STAR Program by taking the California Modified Assessment (CMA). The CMA measures your child's understanding of selected California content standards.

This report shows your child's scores on the CMA. I encourage you to discuss the results with your child and your child's teacher(s). The CMA results help us understand how well our schools are doing and how we might do better in the most important job of all - preparing students to succeed in school and beyond.

Sincerely,

Jack O'Connell
JACK O'CONNELL

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION



Your child's results on the CMA

Your child's scores

Algebra I

81%-100%

61%-80%

41%-60%

21%-40%

0%-20%

41%

Your child's percent correct is 41 in Algebra I.

Life Science

81%-100%

61%-80%

41%-60%

21%-40%

0%-20%

56%

Your child's percent correct is 56 in Science.

Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at <http://www.cde.ca.gov/ta/ac/sa> or ask for a copy of the SARC at your child's school.

How should I use these STAR Program results?

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

If your child is not performing at the level you would like, your child's results can help guide a conversation with your child's teacher by helping to focus on specific areas for improvement, and, as a result, ensure the best possible education for your child.

Grade Ten, Back

ENU MAKENA SMITH

More about your child's test results

About the CMA

The California Department of Education (CDE) has developed and implemented a test called the California Modified Assessment (CMA). The CMA is a standards-based test for students with disabilities. Your child's individualized education program (IEP) team decided the CMA was appropriate for your child in one or more subject areas.

A student's IEP team, which includes parent/guardian input, determines participation in the CMA by considering the following California State Board-adopted CMA participation criteria:

- Previous participation in the California Standards Tests (CSTs) or the California Alternate Performance Assessment (CAPA);
- Progress based on multiple measures and objective evidence;
- Response to appropriate grade-level instruction;
- The student is not precluded from attempting to complete requirements, as defined by the State, for a regular high school diploma; and
- Parents/guardians are informed that their child's achievement will be measured based on modified achievement standards.

The CMA has been developed so students can better demonstrate their knowledge of the California academic content standards. Some ways the CMA has been made more accessible to students with disabilities compared to the CSTs include:

- Fewer answer choices per question
- Shortened passage length
- Larger font size and use of a font type that is easier to read for most students with visual disabilities
- One-column format for most test questions

If your child took a CMA in one or more subject areas and the CST in another, you will receive two STAR Student Reports.

Additional information on the CMA, including the test blueprints, sample items, and participation criteria, can be found on the CDE Web page at <http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>.

More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/>.

Explanation of Student Report for the CAPA
Front Page, Top: Student Information

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: 999999999

STUDENT #: 0000052392

GRADE: 5

CAPA LEVEL: III

DATE OF BIRTH: 11/12/1998

TEST DATE: Spring 2010

2. Student's mailing address

FOR THE PARENT/GUARDIAN OF:
JAMILYN MONROE
1234 Main Street
City, CA 12345

1. Student identification

SCHOOL: CALIFORNIA Elementary School


DISTRICT: CALIFORNIA Unified

3. School and district

Dear Parent/Guardian,

Each year, the Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's content standards that describe what all students should know and be able to do at each grade level. Your child participated in the STAR Program by taking the California Alternate Performance Assessment (CAPA). The CAPA measures your child's understanding of selected California content standards.

This report shows your child's scores on the CAPA test. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about monitoring your child's academic progress, test scores help us understand how well our schools are doing and how we might do better in the most important job of all - preparing students to succeed in school and beyond.

Sincerely,

JACK O'CONNELL,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

4. Letter


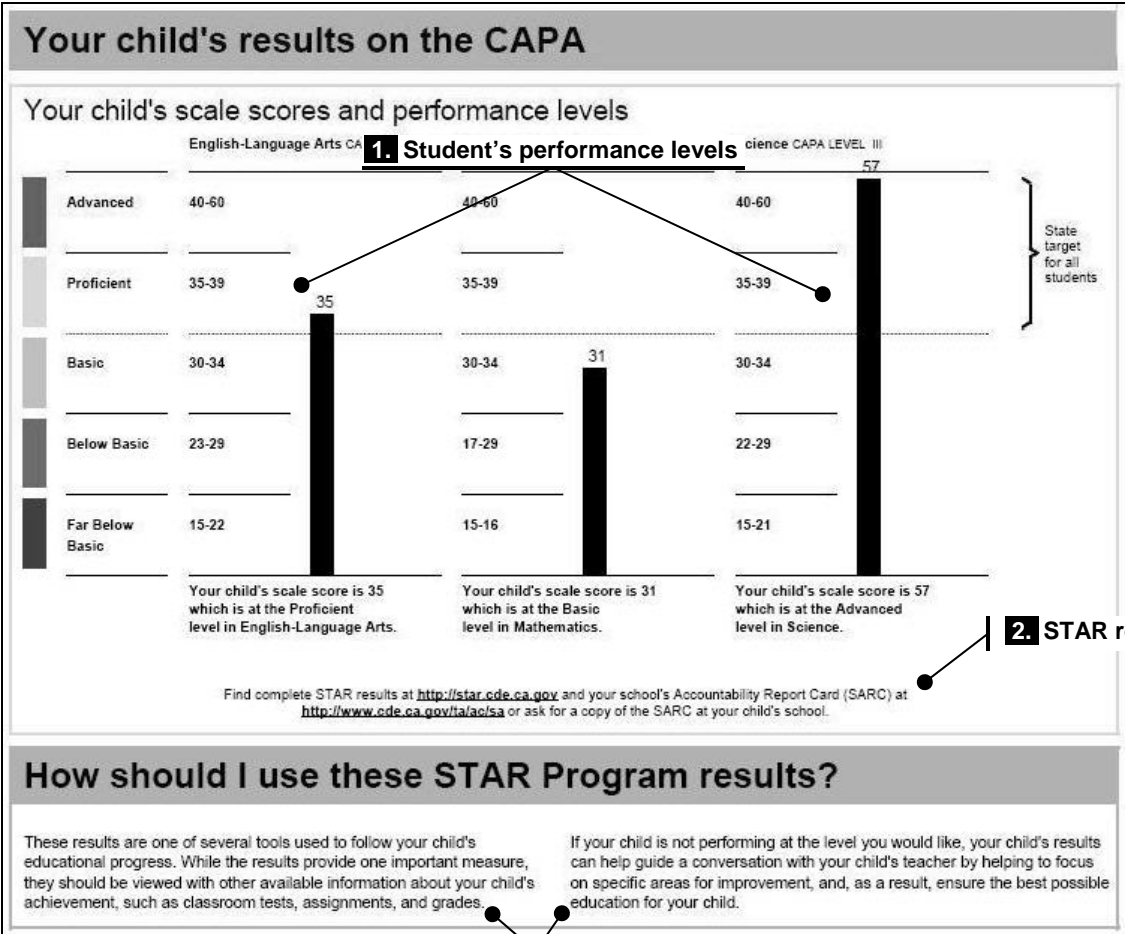


Table II.18 The Student Report for the CAPA: Student Information Descriptions

1. Student identification	Information about the student, including CAPA level. CAPA levels are based on grade except for Level I, which covers all grades for students with the most severe cognitive disabilities. The other CAPA levels are as follows: Level II: Grades 2–3 Level III: Grades 4–5 Level IV: Grades 6–8 Level V: Grades 9–11
2. Student's mailing address	Student's mailing address, if provided by the school district.
3. School and district	Name of the school and school district where the child was tested.
4. Letter	Letter from the State Superintendent of Public Instruction explaining the purpose of the report.

Front Page, Bottom: Student's Results



3. How to use these results

Table II.19 The Student Report for the CAPA: Student's Overall Results Descriptions

1. Student's performance levels	This shows the student's overall performance level results on the CAPA. The vertical bars represent the scale score for each content area and show how close the student's score is to the state target of proficient. The number at the top of each bar indicates the scale score for each content area (English-language arts, mathematics, and science). If the student did not take one or more of these assessments or if a score was unable to be reported, this is noted on the report.
2. STAR results	Lists Web addresses to find complete STAR results or the School Accountability Report Card.
3. How to use these results	Gives context for interpreting the results, and suggests that parents/guardians might discuss the results with the student's teacher.

Back Page: About the CAPA

This section of the report explains the CAPA testing levels and their corresponding grade levels.

JAMILYN MONROE

About the CAPA

1. Student's name

2. About the CAPA

The California Alternate Performance Assessment (CAPA) is a standards-based test for students with significant cognitive disabilities who are unable to take California standards tests even with accommodations and/or modifications or the California Modified Assessment with accommodations. Your child's individualized education program (IEP) team decided that the CAPA was appropriate for your child.

The CAPA is administered one-on-one; that is, an examiner, usually the child's teacher, administered the CAPA to each child individually. The CAPA is a performance test; the examiner set up objects or pictures and asked the child to do or say something related to the objects. The examiner then recorded the child's score based on the child's response.

The CAPA is organized into five assessment levels. Most children eligible for the CAPA take the assessment that corresponds with their current school grade. The levels are as follows:

- Level I, grades 2 - 11** (Note: Eligibility for Level I is determined by the child's IEP team. Children who take CAPA Level I are receiving curriculum and instruction aligned to Level I blueprints.)
- Level II, grades 2 - 3**
- Level III, grades 4 - 5**
- Level IV, grades 6 - 8**
- Level V, grades 9 - 11**

English-language arts and mathematics are administered at all CAPA levels. Science is administered to children taking the test for levels I, III, IV, and V. Each subject has twelve tasks for the child to perform. The assigned level is not related to individual ability in a particular subject. Your child was tested on all subjects at the same level.

Each level has its own standards or blueprints that indicate what the student is expected to know. You can see the CAPA blueprints on the CDE Web page at <http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp>.

3. More about STAR

More about the STAR Program

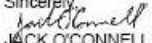
Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor or on the CDE'S STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/>.

Table II.20 The Student Report for the CAPA: More About CAPA Levels Descriptions

1. Student's name	The student's name, printed on the back page of all STAR Student Reports.
2. About the CAPA	Information about the CAPA tests including CAPA assessment levels and a Web address that can be used for finding more information about the CAPA Program.
3. More about STAR	Information about how parents/guardians can acquire more information about the STAR Program.

Student Report for CAPA Sample

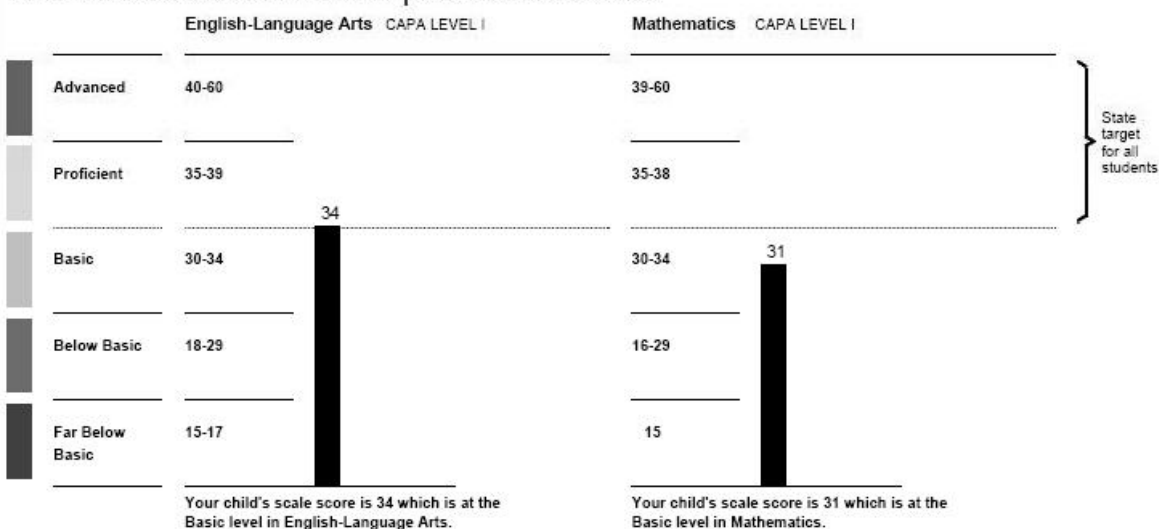
Grade Nine, Level I, Front

STAR Student Report	
USING ASSESSMENTS TO HELP STUDENTS LEARN	
LOCAL ID #: 999999999 STUDENT #: 0000052392 GRADE: 9 CAPA LEVEL: I	DATE OF BIRTH: 02/24/1995 TEST DATE: Spring 2010
Dear Parent/Guardian, Each year, the Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's content standards that describe what all students should know and be able to do at each grade level. Your child participated in the STAR Program by taking the California Alternate Performance Assessment (CAPA). The CAPA measures your child's understanding of selected California content standards. This report shows your child's scores on the CAPA test. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about monitoring your child's academic progress, test scores help us understand how well our schools are doing and how we might do better in the most important job of all - preparing students to succeed in school and beyond.	
FOR THE PARENT/GUARDIAN OF: HANS MUSTERMANN 4321 Main Street City, CA 12345	
SCHOOL: CALIFORNIA High School DISTRICT: CALIFORNIA Unified	
Sincerely,  JACK O'CONNELL STATE SUPERINTENDENT OF PUBLIC INSTRUCTION	



Your child's results on the CAPA

Your child's scale scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at <http://www.cde.ca.gov/ta/ac/sa/> or ask for a copy of the SARC at your child's school.

How should I use these STAR Program results?

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

If your child is not performing at the level you would like, your child's results can help guide a conversation with your child's teacher by helping to focus on specific areas for improvement, and, as a result, ensure the best possible education for your child.

Grade Nine, Level I, Back**HANS MUSTERMANN****About the CAPA**

The California Alternate Performance Assessment (CAPA) is a standards-based test for students with significant cognitive disabilities who are unable to take California standards tests even with accommodations and/or modifications or the California Modified Assessment with accommodations. Your child's individualized education program (IEP) team decided that the CAPA was appropriate for your child. The IEP team also decided that your child should take CAPA Level I.

The CAPA is administered one-on-one; that is, an examiner, usually the child's teacher, administered the CAPA to each child individually. The CAPA is a performance test; the examiner set up objects or pictures and asked the child to do or say something related to the objects. The examiner then recorded the child's score based on the child's response.

The CAPA is organized into five assessment levels. Most children eligible for the CAPA take the assessment that corresponds with their current school grade. The levels are as follows:

Level I, grades 2 - 11

(Note: Eligibility for Level I is determined by the child's IEP team. Children who take CAPA Level I are receiving curriculum and instruction aligned to Level I blueprints.)

Level II, grades 2 - 3**Level III, grades 4 - 5****Level IV, grades 6 - 8****Level V, grades 9 - 11**

English-language arts and mathematics are administered at all CAPA levels. Science is administered to children taking the test for levels I, III, IV, and V. Each subject has twelve tasks for the child to perform. The assigned level is not related to individual ability in a particular subject. Your child was tested on all subjects at the same level.

Each level has its own standards or blueprints that indicate what the student is expected to know. You can see the CAPA blueprints on the CDE Web page at <http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp>.

More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor or on the CDE'S STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/>.

Explanation of Student Report for the STS**Front Page, Top: Student Information**

Reporte individual de los resultados de STAR

UTILIZANDO LA EVALUACIÓN PARA APOYAR EL APRENDIZAJE DE LOS ESTUDIANTES

NÚM. DE IDENTIFICACIÓN LOCAL: 9999999999
 NÚM. DEL ESTUDIANTE: 0000052392
 GRADO: 3 FECHA DE NACIMIENTO: 08/25/2001
 FECHA DE LA PRUEBA: Primavera 2010

PARA PADRE DE FAMILIA/TUTOR
 MARIA SANCHEZ
 1234 Main Street
 City, CA 12345

ESCUELA: CALIFORNIA Elementary School
 DISTRITO: CALIFORNIA Unified

Estimado Padre/Tutor,

Cada año, el Programa de Exámenes y Reportes Estandarizados (conocido en inglés como STAR) incluye las Pruebas en español basadas en los estándares de California (STS). Estas pruebas, en lengua y literatura y matemáticas, miden el progreso de su niño para alcanzar los estándares de contenido académico de California en su idioma nativo, el Español. Estas pruebas miden lo que todos los estudiantes deben saber y pueden hacer en cada nivel de grado.

Este reporte muestra las calificaciones de su niño en el STS. Les recomiendo a que discutan estos resultados con el(los) maestro(s) de su niño y que también revisen los resultados de su niño en ambas pruebas: STS y las Pruebas de los Estándares Académicos de California (CST), las cuales son las evaluaciones basadas en los estándares, y administradas a su niño en inglés. Estos resultados de STS y CST, nos ayudan a entender qué tan bien su niño está progresando y cómo nosotros quizá podamos trabajar con todos nuestros alumnos para prepararlos a triunfar en la escuela y en el futuro.

Sinceramente,
 JACK O'CONNELL,
 SUPERINTENDENTE DE INSTRUCCIÓN PÚBLICA DEL ESTADO

1. Student identification

2. Student's mailing address

3. School and district

4. Letter

Table II.21 The Student Report for the STS: Student Information Descriptions

1. Student identification	Information about the student. <i>Note:</i> The grade noted indicates the grade in which the student was enrolled.
2. Student's mailing address	Student's mailing address, if provided by the school district.
3. School and district	School and district name.
4. Letter	Letter from the State Superintendent of Public Instruction explaining the purpose of the report.

Front Page, Bottom: Student's Overall Results on the Standards-based Tests in Spanish

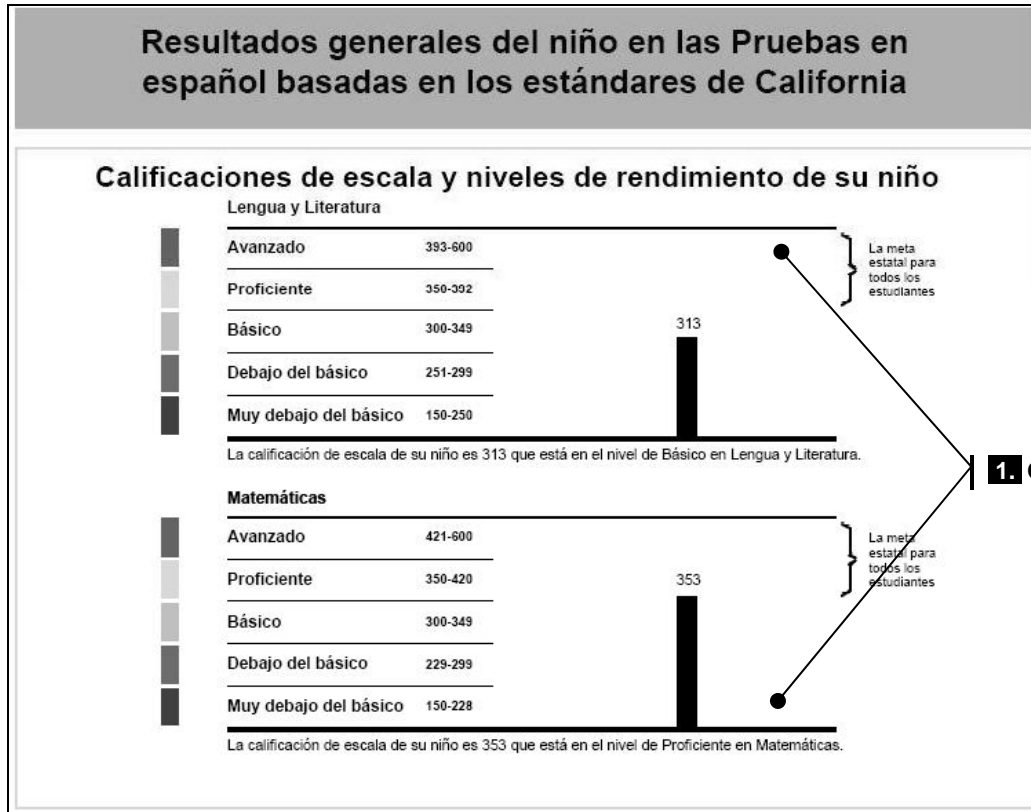


Table II.22 The Student Report for the STS: Student's Overall Results Descriptions

1. Overall results

Grades two through seven (grade-level RLA and mathematics): Provides the student's overall results on the STS. The vertical bars represent the scale score for each content area and show how close the student's performance is to the state target of proficient or advanced. The number at the top of each bar shows the scale score for each content area.

Grades eight through eleven RLA and EOC Algebra I and Geometry: Provides the student's overall results on the STS; the vertical bars represent percent correct.

Test not taken: If the student did not take one or more of these tests or if a score was unable to be reported, this is noted as one of the following:

- Su niño no tomó la Prueba de los estándares en español en esta material, o la calificación no podría ser reportada (Your child did not take the Standards-based Test in Spanish in this subject or the score could not be reported). (Printed on the report when the student was absent, not tested per request of the parent/guardian, not given a test for any other reason, or if the score could not be reported because, for example, the student was not an English learner.)
- La prueba no se calificó porque el estudiante no respondió el suficiente número de preguntas para producir una puntuación (Test not scored because student did not answer a sufficient number of questions to produce a score).
- Prueba sin puntuación porque el grado calificado no corresponde al grado del estudiante (Test not scored because test grade did not match student's grade). (Printed on the report when the grade on the SGID sheet was different from the test booklet or answer document grade level.)

Back Page, Top: Student's Strengths and Needs

This section of the report breaks down the content areas into reporting clusters. The tables show how the student performed in each reporting cluster for each test taken.

For students in grades two through seven (grade-level RLA and mathematics), the bar (—) represents the average percent-correct range for students statewide who scored proficient on the total test.

For all students, the diamond (◆) represents the student's percent correct for that content area (reporting cluster). The position of the diamonds on the table shows where on the percentage graph the student scored. There are no scale scores or performance levels for the reporting clusters.

While reporting clusters are listed for grades eight through eleven for RLA and for EOC mathematics, percent-correct data are not available for the reporting clusters in these content areas.

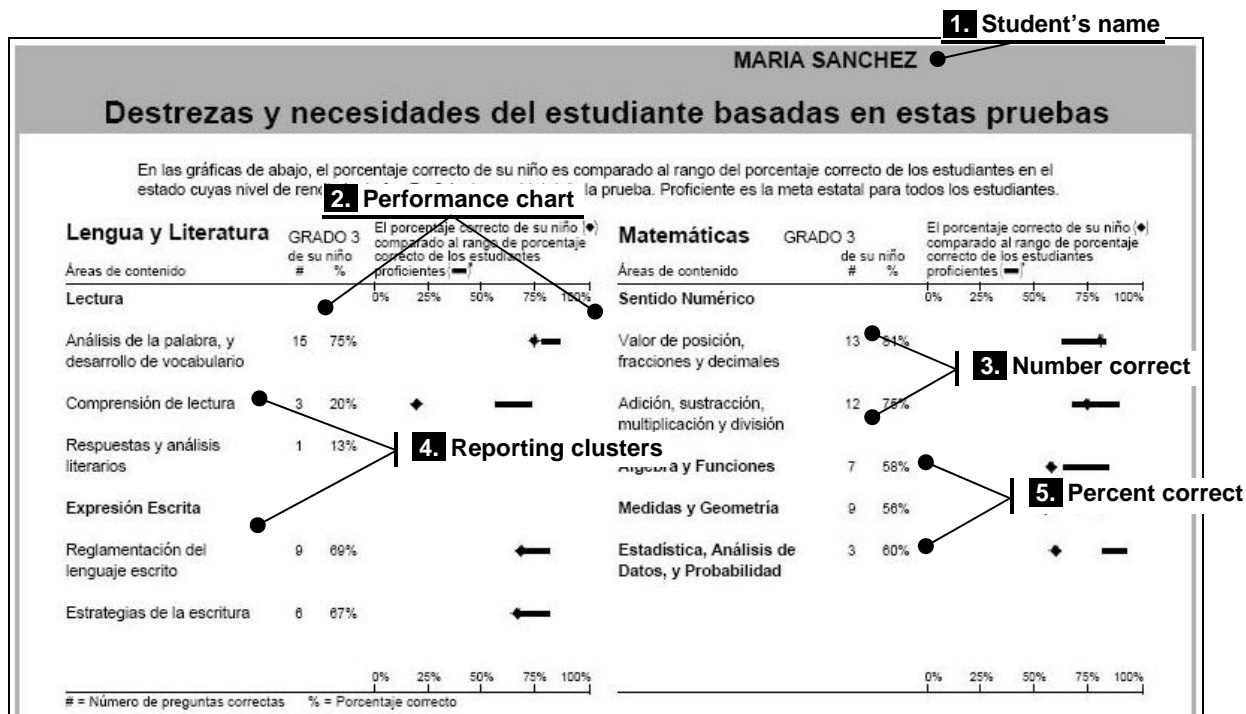


Table II.23 The Student Report for the STS: Student's Strengths and Needs Descriptions

1.	Student's name	The student's name, printed on the back page of all STAR Student Reports.
2.	Performance chart	The bar (—) represents the average percent-correct range for students in grades two through seven (grade-level RLA and mathematics) statewide who scored proficient on the total test. For all students, the diamond (◆) represents the student's percent correct for that content area (reporting cluster). For students in grades two through seven (except for EOC Algebra I), the position of the diamonds on the table also shows the relationship of the student's percent correct to the scores of students statewide who achieved proficient on the total test.
3.	Number correct	The number of questions answered correctly by the student for this reporting cluster.
4.	Reporting clusters	Content area reporting clusters for RLA and mathematics (all grades).
5.	Percent correct	The percent of questions answered correctly by the student for this reporting cluster.

Back Page, Middle: Using STS Results**¿Cómo debo yo utilizar estos resultados de STS?**

Este año, todos los estudiantes hispanohablantes de inglés como segunda lengua del segundo al undécimo grado fueron requeridos a realizar las pruebas STS si:

- Llevaron menos de 12 meses matriculados en una escuela en los Estados Unidos (cumulativo), o
- Recibieron instrucción en español (sin tomar en cuenta cuanto tiempo habían estado matriculados en una escuela en los Estados Unidos).

Los distritos escolares tuvieron también la opción de evaluar a los estudiantes hispanohablantes de inglés como segunda lengua que llevaron 12 meses o más (cumulativo) en una escuela de los Estados Unidos y no recibieron instrucción en español.

Estos resultados del STS, junto con los resultados de CST, son dos de los varios instrumentos para seguir el progreso educativo de su niño. Mientras estos resultados proporcionan información importante acerca del progreso de su niño, los alumnos también deben ser evaluados con otra información disponible tal como las pruebas de aula, las tareas, y las calificaciones.

Si su niño no está alcanzando los niveles que usted desea, estos resultados pueden servir para guiar una conversación con el(los) maestro(s) de su niño para poder poner enfoque en las áreas de estudio que requieran

mejoramiento, y como consecuencia, asegurar que su niño reciba la mejor educación posible. Los padres y los tutores deben revisar las áreas problemáticas con el(los) maestro(s) de su niño y discutir la ayuda específica necesaria para mejorar el rendimiento de su niño.

Si usted tiene preguntas acerca del contenido de la evaluación, los Estándares de Contenido Académico de California están disponibles en el Sitio de la Internet bajo "Departamento de Educación de California" (CDE). Usted debe solicitar una junta para reunirse con el (los) maestro(s) de su niño para discutir estos resultados.

Los resultados del STS en lengua y literatura incluyen el porcentaje correcto del estudiante para cada una de las cinco áreas de contenido: Análisis de la palabra y desarrollo de vocabulario; comprensión de lectura; respuestas y análisis literarios; reglamentación del lenguaje escrito; y estrategias de la escritura.

Para matemáticas, los resultados incluyen el porcentaje correcto del estudiante para cada una de las cuatro áreas de contenido: Sentido numérico; álgebra y funciones; medidas y geometría; estadística, análisis de datos, y probabilidad.

This section gives context for interpreting the results and suggests ways that parents/guardians can use the results to help their child succeed in school.

Back Page, Bottom: More About STAR**Más sobre el programa STAR**

Más información acerca del programa STAR, como ejemplos de preguntas de las pruebas CST, está disponible en el sitio Web del Departamento de Educación de California (CDE) en <http://www.cde.ca.gov/ta/tg/sr>.

This section provides information about how parents/guardians can acquire more information about the STAR Program.

UTILIZANDO LA EVALUACIÓN PARA APOYAR EL APRENDIZAJE DE LOS ESTUDIANTES

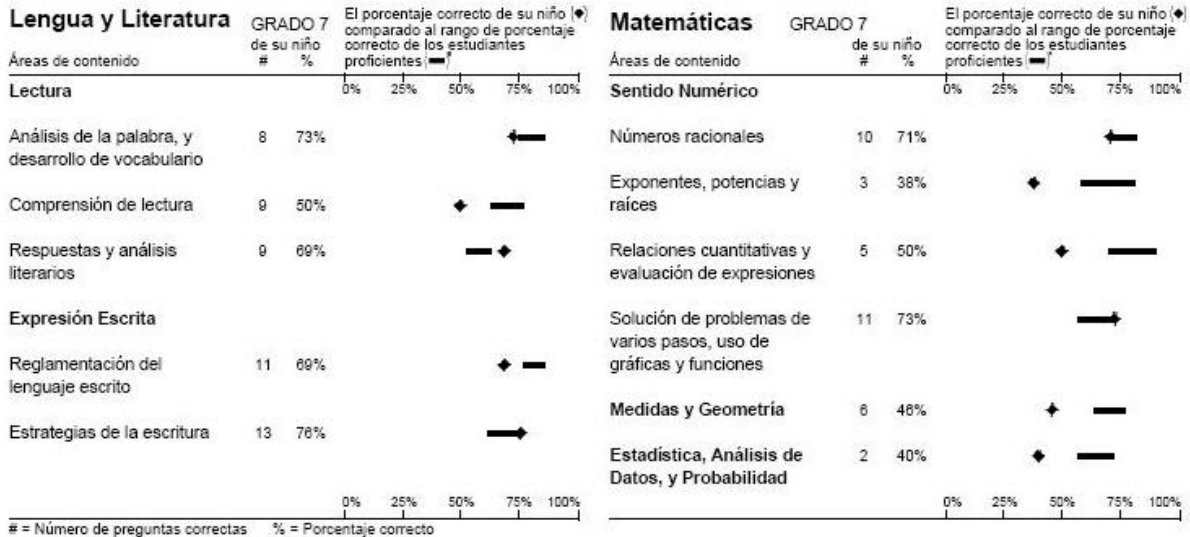


Grade Seven, Back

JUAN PEREZ

Destrezas y necesidades del estudiante basadas en estas pruebas

En las gráficas de abajo, el porcentaje correcto de su niño es comparado al rango del porcentaje correcto de los estudiantes en el estado cuyas nivel de rendimiento fue Proficiente en el total de la prueba. Proficiente es la meta estatal para todos los estudiantes.



¿Cómo debo yo utilizar estos resultados de STS?

Este año, todos los estudiantes hispanohablantes de inglés como segunda lengua del segundo al undécimo grado fueron requeridos a realizar las pruebas STS si:

- Llevaron menos de 12 meses matriculados en una escuela en los Estados Unidos (cumulativo), o
- Recibieron instrucción en español (sin tomar en cuenta cuanto tiempo habían estado matriculados en una escuela en los Estados Unidos).

Los distritos escolares tuvieron también la opción de evaluar a los estudiantes hispanohablantes de inglés como segunda lengua que llevaron 12 meses o más (cumulativo) en una escuela de los Estados Unidos y no recibieron instrucción en español.

Estos resultados del STS, junto con los resultados de CST, son dos de los varios instrumentos para seguir el progreso educativo de su niño. Mientras estos resultados proporcionan información importante acerca del progreso de su niño, los alumnos también deben ser evaluados con otra información disponible tal como las pruebas de aula, las tareas, y las calificaciones.

Si su niño no está alcanzando los niveles que usted desea, estos resultados pueden servir para guiar una conversación con el(los) maestro(s) de su niño para poder poner enfoque en las áreas de estudio que requieran

mejoramiento, y como consecuencia, asegurar que su niño reciba la mejor educación posible. Los padres y los tutores deben revisar las áreas problemáticas con el(los) maestro(s) de su niño y discutir la ayuda específica necesaria para mejorar el rendimiento de su niño.

Si usted tiene preguntas acerca del contenido de la evaluación, los Estándares de Contenido Académico de California están disponibles en el Sitio de la Internet bajo "Departamento de Educación de California" (CDE). Usted debe solicitar una junta para reunirse con el (los) maestro(s) de su niño para discutir estos resultados.

Los resultados del STS en lengua y literatura incluyen el porcentaje correcto del estudiante para cada una de las cinco áreas de contenido: Análisis de la palabra y desarrollo de vocabulario; comprensión de lectura; respuestas y análisis literarios; reglamentación del lenguaje escrito; y estrategias de la escritura.

Para matemáticas, los resultados incluyen el porcentaje correcto del estudiante para cada una de las cuatro áreas de contenido: Sentido numérico; álgebra y funciones; medidas y geometría; estadística, análisis de datos, y probabilidad.

Más sobre el programa STAR

Más información acerca del programa STAR, como ejemplos de preguntas de las pruebas CST, está disponible en el sitio Web del Departamento de Educación de California (CDE) en <http://www.cde.ca.gov/ta/tg/sr>.

Grade Eleven, Front

Reporte individual de los resultados de STAR

UTILIZANDO LA EVALUACIÓN PARA APOYAR EL APRENDIZAJE DE LOS ESTUDIANTES

NÚM. DE IDENTIFICACIÓN LOCAL: 9999999999

NÚM. DEL ESTUDIANTE: 0000052392

GRADO: 11

FECHA DE NACIMIENTO: 06/14/1992

FECHA DE LA PRUEBA: Primavera 2010



PARA PADRE DE FAMILIA/TUTOR DE:

ANA CASTILLO
1234 Main Street
City, CA 12345

ESCUELA: CALIFORNIA High School

DISTRITO: CALIFORNIA Unified

Estimado Padre/Tutor,

Cada año, el Programa de Exámenes y Reportes Estandarizados (conocido en inglés como STAR) incluye las Pruebas en español basadas en los estándares de California (STS). Estas pruebas, en lengua y literatura y matemáticas, miden el progreso de su niño para alcanzar los estándares de contenido académico de California en su idioma nativo, el Español. Estas pruebas miden lo que todos los estudiantes deben saber y pueden hacer en cada nivel de grado.

Este reporte muestra las calificaciones de su niño en el STS. Les recomiendo a que discutan estos resultados con el(los) maestro(s) de su niño y que también revisen los resultados de su niño en ambas pruebas: STS y las Pruebas de los Estándares Académicos de California (CST), las cuales son las evaluaciones basadas en los estándares, y administradas a su niño en inglés. Estos resultados de STS y CST, nos ayudan a entender qué tan bien su niño está progresando y cómo nosotros quizá podamos trabajar con todos nuestros alumnos para prepararlos a triunfar en la escuela y en el futuro.

Sinceramente,

JACK O'CONNELL,

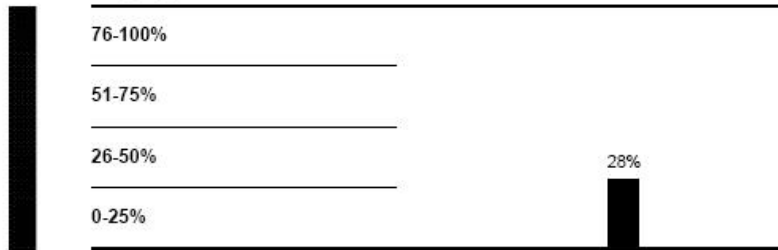
SUPERINTENDENTE DE INSTRUCCIÓN PÚBLICA DEL ESTADO



Resultados generales del niño en las Pruebas en español basadas en los estándares de California

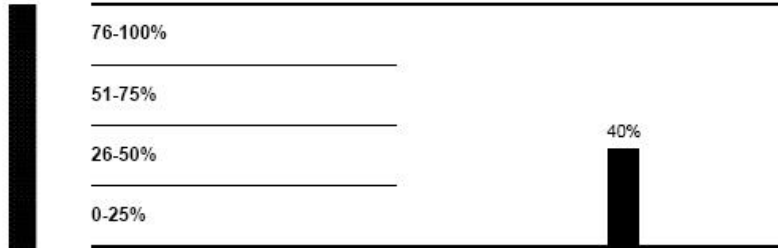
Calificaciones de su niño

Lengua y Literatura



El porcentaje correcto de su niño en Lengua y Literatura es **28%**

Geometría



El porcentaje correcto de su niño en Geometría es **40%**

Grade Eleven, Back

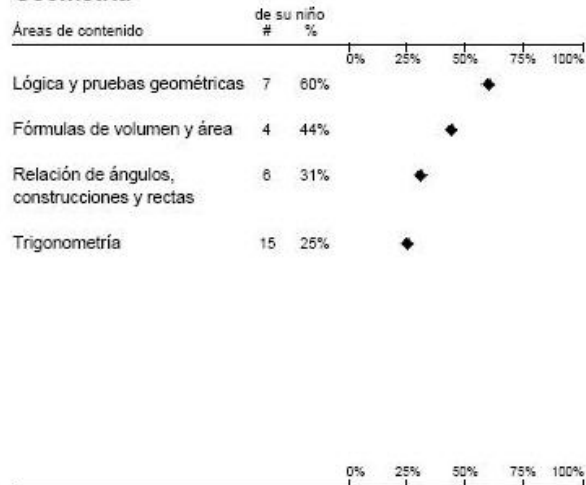
ANA CASTILLO

Destrezas y necesidades del estudiante basadas en estas pruebas

Lengua y Literatura



Geometría



¿Cómo debo yo utilizar estos resultados de STS?

Este año, todos los estudiantes hispanohablantes de inglés como segunda lengua del segundo al undécimo grado fueron requeridos a realizar las pruebas STS si:

- Llevaron menos de 12 meses matriculados en una escuela en los Estados Unidos (cumulativo), o
- Recibieron instrucción en español (sin tomar en cuenta cuanto tiempo habían estado matriculados en una escuela en los Estados Unidos).

Los distritos escolares tuvieron también la opción de evaluar a los estudiantes hispanohablantes de inglés como segunda lengua que llevaron 12 meses o más (cumulativo) en una escuela de los Estados Unidos y no recibieron instrucción en español.

Estos resultados del STS, junto con los resultados de CST, son dos de los varios instrumentos para seguir el progreso educativo de su niño. Mientras estos resultados proporcionan información importante acerca del progreso de su niño, los alumnos también deben ser evaluados con otra información disponible tal como las pruebas de aula, las tareas, y las calificaciones.

Si su niño no está alcanzando los niveles que usted desea, estos resultados pueden servir para guiar una conversación con el(los) maestro(s) de su niño para poder poner enfoque en las áreas de estudio que requieran

mejoramiento, y como consecuencia, asegurar que su niño reciba la mejor educación posible. Los padres y los tutores deben revisar las áreas problemáticas con el(los) maestro(s) de su niño y discutir la ayuda específica necesaria para mejorar el rendimiento de su niño.

Si usted tiene preguntas acerca del contenido de la evaluación, los Estándares de Contenido Académico de California están disponibles en el Sitio de la Internet bajo "Departamento de Educación de California" (CDE). Usted debe solicitar una junta para reunirse con el (los) maestro(s) de su niño para discutir estos resultados.

Los resultados del STS en lengua y literatura incluyen el porcentaje correcto del estudiante para cada una de las cinco áreas de contenido: Análisis de la palabra y desarrollo de vocabulario; comprensión de lectura; respuestas y análisis literarios; reglamentación del lenguaje escrito; y estrategias de la escritura.

Para geometría, los resultados incluyen el porcentaje correcto del estudiante para cada una de las cuatro áreas de contenido: Lógica y pruebas geométricas; fórmulas de volumen y área; relación de ángulos, construcciones y rectas; y trigonometría.

Más sobre el programa STAR

Más información acerca del programa STAR, como ejemplos de preguntas de las pruebas CST, está disponible en el sitio Web del Departamento de Educación de California (CDE) en <http://www.cde.ca.gov/ta/tg/sr>.

Chapter II.4 Internet Reports

Internet reports summarize performance for various aggregations of students. The Internet reports include summary data by grade and test for schools, districts, counties, and the state. The data reported should match the final summary reports each school, district, and county received.

Separate reports are available for each test series:

- CSTs: percent of students scoring at each performance level
- CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight): percent of students scoring at each performance level
- CMA for grade nine ELA, grade ten Life Science, and EOC Algebra I for grades seven through eleven: average percent correct
- CAPA: percent of students scoring at each performance level
- STS for grades two through seven (grade-level RLA and mathematics): percent of students scoring at each performance level
- STS for RLA in grades eight through eleven and EOC Algebra I and Geometry for grades seven through eleven: average percent correct
- Summary of the percent of students who performed at proficient or advanced within a specified testing population (subgroup)
- Summary of results cross-referenced by ethnicities for economic status for the CSTs, the CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), and the CAPA

The Web site address is <http://star.cde.ca.gov/>.

Dates of Data Availability on the Web Site

The Internet report scores will be initially reported and then updated two additional times.

Mid-August 2010	First preliminary Internet file	This posting will include results for student tests that were received for scoring by July 1, 2010. Results for schools and school districts that were not received for scoring by July 1 will not be included.
Approximately September 2010	Second preliminary Internet file	This posting adds reports for districts/schools processed during August.
Approximately December 2010	Final Internet file	This final posting includes demographic corrections school districts have made to original student data files. These corrections have no impact on the results for all students. Subgroup reports may be affected by the corrections.

Using the STAR Reporting Web Site

Accessing the STAR Reporting Web Site

1. Go to <http://star.cde.ca.gov/> to open the Standardized Testing and Reporting (STAR) Results Web page.
2. Select the link [2010 STAR Test Results](#) link in the “2010 STAR Test Results” section to open the California STAR Program home page.
3. Read and use the information provided on this Web page and on the pages accessed by the links on the Web page to obtain results and information about the history of the program, grades and content areas tested, comparing results, and so forth.

Viewing Reports

To view and/or print reports, take the following steps:

1. Select the [Test Results Search](#) link above the text to open the Test Results Search Web page.

The screenshot shows the Test Results Search Web page. At the top, there are three links: [View County List](#), [View District List](#), and [View Charter School List](#). Below these links are several dropdown menus: 'Select a Test' (set to CST), 'County' (set to (none selected)), 'District' (set to (no county selected)), 'School' (set to (no district selected)), 'Group' (set to All Students), and 'Subgroup' (set to All Students). At the bottom of the form are two buttons: 'View Report' and 'Download Research File'.

2. In the *Select a Test* dropdown list, select the down arrow, and then select the test for the report. Choices are CST, CST Summary, CMA, CAPA, and STS.
3. Select a county from the *County* dropdown list. Or for the state report, go to step 6.
4. Select a school district from the *District* dropdown list. This list is not populated until a county has been selected.
5. Select a school from the *School* dropdown list. This list is not populated until a school district has been selected.
6. Select the down arrow, and then select the group from the *Group* dropdown list. Choices are as follows:
 - All Students
 - Disability Status
 - Economic Status
 - English-Language Fluency
 - Ethnicity
 - Gender
 - Parent Education
 - Special Program Participation
7. Select the down arrow to choose a subgroup from the *Subgroup* dropdown list. For example, if “Disability Status” was selected, then the option to select from this dropdown is either “Students with Disability” or “Students with No Reported Disability.” However, if the group selected was “All Students,” there are no items to choose from the *Subgroup* dropdown list.
8. Select the **View Report** button. The report appears below the search fields.

Notes:

- There may be a brief delay after selecting a parameter from a dropdown list (such as *County*) while the report search fields refresh and repopulate with data based on the parameter that was just set.
 - The list of charter schools for which results are available may be viewed by selecting the [View Charter School List](#) link above the search form.
9. To exit the report and return to the search form, select the [Return to Test Results Search](#) link in the upper left corner of the screen.

Getting Help

The STAR Help Web page contains brief procedures and links to instructions for viewing and printing reports, and downloading research files. It also provides explanations of the scores that are reported. Be sure to select the [Help](#) link for complete instructions for using the STAR Reporting Web site.

Printing Reports

To print the displayed report:

1. Select the **Print Report** button located on the right side at the top or bottom of the report to open the print window for the browser.
2. Set the print orientation in the browser to **Landscape**.
3. Select **Print**. The report is printed on the assigned printer.

Downloading Research Files

Research files contain results from the 2010 administration of the STAR Program. Each file contains the same information presented in the “Test Results” section of the reporting site and is provided to allow for more complex analyses and customized reporting of the data.

There are a number of different approaches to downloading research files for specific entities. They can be requested from the Test Results Search Web page; they can be requested from the Downloading STAR Research Files Web page—either select the county, district, or school name from the “Test Results Search” dropdown lists, or select the [View County List](#), [View District List](#), or [View Charter School List](#) link, and then select a county, district, or charter name link from the page that appears. If you selected the button to access the Research Files Web page, download statewide research files directly by selecting an appropriate link on the page.

Do the following to access a research file for a particular entity:

1. Select the [Research Files](#) link above the text to open the Research Files Web page.
 - a. Select the [Research File Download Instructions, Formats, File Layouts, and Usage](#) link to access the research file layouts.
2. On the Downloading STAR Research Files Web page, select an entity link to see a list of sub-entities. For example, selecting the [View County List](#) link reveals a list of the counties in California.
or
 On the “Test Results Search” search page, select a county, district, and/or school from the dropdown list and then select the **Download Research File** button.
3. Scroll down the page; the “Countywide/Districtwide files” and “Entity files” sections appear under the “Statewide files” section; select the appropriate link.
4. Select the **Save** button.
5. Choose a directory to which you would like to save the research file.
6. Select **Save** to save the file.

Ethnicity for Economic Status Summary

Ethnicity for Economic Status Summary reports are available in addition to the STAR Subgroup Summary reports for the CSTs, the grade-level CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), and the CAPA. These reports provide results for students in all grades by economic status and ethnicity. The performance data are based on STAR test results for the CSTs, the grade-level CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), and the CAPA.

STAR Internet Reports

Purpose	To provide public access to the STAR results for: <ul style="list-style-type: none"> • The state • Counties • School districts • Schools
Format	Internet reports are in landscape format. Be sure to set the browser's print option to landscape orientation.
Action	Review STAR results online.
Focus	<ul style="list-style-type: none"> ▪ Percent of students scoring within each performance level for the CSTs, the CMA for grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), all grades and levels of the CAPA, and the STS for grades two through seven (grade-level RLA and mathematics). ▪ Percent correct for students who have taken the CMA for grade nine ELA, grade ten Life Science, and EOC Algebra I, and the STS for RLA in grades eight through eleven and EOC Algebra I and Geometry.

Data displayed in the samples in this guide are for demonstration purposes only and may not reflect valid data.

Report Header

The diagram shows a screenshot of the '2010 STAR Test Results' report header. It includes a title, a state selection dropdown, a test name dropdown, identifying information fields (County, District, School, CDS Code), and enrollment/testing statistics. Numbered callouts point to specific elements:

- 1. Group**: Points to the 'State of California' dropdown.
- 2. Test Name**: Points to the 'All Students - California Standards Test Scores' dropdown.
- 3. Identifying Information**: Points to the fields for County Name, District Name, School Name, and CDS Code.
- 4. Total Enrollment...**: Points to the 'Total Enrollment on First Day of Testing' value.
- 5. Total Number Tested**: Points to the 'Total Number Tested' value.
- 6. Total . . . Subgroup**: Points to the 'Total Number Tested in Selected Subgroup' value.

Table II.24 Descriptions of Internet Report Headers

1. Group	Identifies the group selected for reporting. In the example, “All Students” was selected from the dropdown list.
2. Test Name	Name of the selected test—in the example, “California Standards Test Scores.”
3. Identifying Information	Identifying information on the selected test, including: <ul style="list-style-type: none"> • County name • District name • School name • CDS code

4. Total Enrollment on First Day of Testing	The number of CST, CMA, or CAPA answer documents submitted for students who were enrolled on the first day of testing whether or not the students were tested. The number of answer documents submitted by each school were added to produce the enrollment for each school district and county and for the state.
5. Total Number Tested	For the test, number of students who responded to any questions on any test.
6. Total Number Tested in Selected Subgroup	Number of students tested in the selected subgroup.

CST Scores

1. Grades

2. Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	259,961	260,669	263,291	260,759	271,919	278,048	283,292	330,739	322,559	309,628	

3. Students Tested

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	256,302	247,694	246,922	243,838	255,076	261,422	267,281	315,096	313,812	298,884	
% of Enrollment	98.6 %	92.3 %	92.3 %	93.5 %	93.8 %	94.0 %	94.3 %	95.3 %	97.3 %	96.5 %	
Students with Scores	255,825	243,657	243,657	243,657	254,852	261,113	266,829	314,422	313,045	298,037	
Mean Scale Score	396.6	409.3	445.2	414.1	400.3	403.8	413.5				
% Advanced	51 %	50 %	51 %	51 %	50 %	69 %	56 %	47 %	53 %	52 %	
% Proficient	21 %	19 %	17 %	24 %	26 %	17 %	22 %	26 %	19 %	21 %	
% Basic	16 %	18 %	14 %	10 %	10 %	10 %	17 %	20 %	17 %	20 %	
% Below Basic	10 %	3 %	4 %	5 %	3 %	3 %	4 %	5 %	8 %	6 %	
% Far Below Basic	2 %	1 %	0 %	2 %	1 %	1 %	1 %	2 %	2 %	1 %	

4. Percent of Enrollment

5. Content Area

6. Performance Levels

7. Students with Scores

8. Mean Scale Score

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	256,151	249,022	248,915	245,164	255,669	242,796					
% of Enrollment	98.5 %	95.5 %	94.5 %	94.0 %	94.0 %	87.3 %					
Students with Scores	255,611	248,594	248,710	244,946	255,419	242,424					
Mean Scale Score	450.9	477.8	497.9	442.7	399.9	368.6					
% Proficient	66 %	68 %	85 %	52 %	39 %	25 %					
% Basic	23 %	24 %	6 %	26 %	31 %	33 %					
% Below Basic	10 %	6 %	8 %	20 %	22 %	27 %					
% Far Below Basic	1 %	1 %	1 %	2 %	8 %	11 %					
% Far Below Basic	0 %	0 %	0 %	0 %	0 %	5 %					

Note: Data displayed are for demonstration purposes only and may not reflect valid data.

Table II.25 Descriptions of Internet CST Scores Report

1. Grades	Grades tested. EOC (end-of-course) shows totals for high school science and mathematics for all grades in the school, district, county, or state in which students were tested.
2. Reported Enrollment	The number of CST, CMA, or CAPA answer documents submitted for students who were enrolled on the first day of testing whether or not the students were tested. The number of answer documents submitted by each school were added to produce the enrollment for each school district and county and for the state.

3. Students Tested	Number of students tested, whether or not they received a score.
4. Percent of Enrollment	Number of students tested in each grade, divided by the number enrolled in the grade on the first day of testing, multiplied by 100, and rounded to the nearest whole number.
5. Content Area	Subject of the test taken.
6. Performance Levels	Percent of student scores at each performance level. Performance levels are advanced, proficient, basic, below basic, and far below basic. The target is for all students to score proficient or advanced.
7. Students with Scores	Number of students who took CSTs and whose testing resulted in scores. Number includes students who tested with modifications but does not include: <ul style="list-style-type: none"> • Incomplete tests • Students with inconsistent grades (test did not match student's grade level) • Unknown EOC mathematics or science test (student did not mark which test was taken); for students in grade seven, if no test was marked, then the default mathematics test is the grade seven mathematics test
8. Mean Scale Score	For the test, average of the valid scale scores for the group of students [(Sum of valid scale scores / Number of valid scale scores)]. (The CST scale score is a value from 150 to 600, with 350 as the lowest score at the proficient performance level for all grades and content areas.)

CST Summary

An asterisk (*) appears on the Internet reports to protect student privacy when ten or fewer students had valid test scores.

English-Language Arts (Grades 2-11)	
Result Type	Value
Students with Scores	2,701,920
% Proficient or Advanced	76.3 %
History (Grades 8 and 11, and end-of-course)	
Result Type	Value
Students with Scores	878,021
% Proficient or Advanced	67.3 %
Mathematics (Grades 2-7, and end-of-course)	
Result Type	Value
Students with Scores	2,628,083
% Proficient or Advanced	70.8 %
Science CST (Grades 5, 8, and 10)	
Result Type	Value
Students with Scores	814,145
% Proficient or Advanced	72.4 %
Science End-of-Course	
Result Type	Value
Students with Scores	748,487
% Proficient or Advanced	73.0 %

Note: Data displayed are for demonstration purposes only and may not reflect valid data.

Table II.26 Descriptions of Internet CST Summary Report

1. Content Area	<p>Subjects assessed:</p> <ul style="list-style-type: none"> • English–Language Arts (grades two through eleven) • Mathematics (grades two through seven and end-of-course) • Science (grades five, eight, and ten and end-of-course) • History–Social Science (grades eight and eleven and end-of-course)
2. Students with Scores	<p>Number of students who took a test and whose testing resulted in scores. Number includes students who tested with modifications but does not include:</p> <ul style="list-style-type: none"> • Incomplete tests • Students with inconsistent grades (test did not match student’s grade level) • Unknown EOC mathematics or science test (student did not mark which test was taken); for students in grade seven, if no test was marked, then the default mathematics test is the grade seven mathematics test
3. Percent (%) Proficient or Advanced	<p>Percent of students whose scores are at proficient or advanced for the content area tested. The target is for all students to score proficient or advanced.</p>

CMA Scores

1. Grades

2. Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment		4,691	4,778	4,830	5,040	5,105	5,172	5,574	5,528	5,470	

3. Students Tested

4. Percent of Enrollment

5. Content Area

6. Performance Levels

7. Average Percent (%) Correct

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested		224	280	290	284	294	245	136			
% of Enrollment		4.9 %	6.0 %	6.0 %	5.6 %	5.8 %	4.7 %	2.4 %			
Students with Scores		288	269	293	210	131					
Mean Scale Score		307.6	329.8	315.2	320.8	316.7	310.3				
% Advanced				13 %	15 %	13 %	9 %				
% Proficient		21 %	23 %	19 %	23 %	23 %	21 %				
% Basic		28 %	24 %	34 %	20 %	27 %					
% Below Basic		26 %	25 %	34 %	31 %	32 %					
% Far Below Basic		15 %	11 %	7 %	8 %	13 %	10 %				
Average % Correct								48 %			

8. Mean Scale Score

9. Students with Scores

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested		188	227	270	280	299					
% of Enrollment		4.0 %	4.8 %	5.6 %	5.6 %	5.9 %					
Students with Scores		186	225	270	266	297					
Mean Scale Score		325.8	328.4	329.3	321.1	289.2					
% Advanced		10 %	6 %	11 %	8 %	4 %					
% Proficient		26 %	33 %	30 %	31 %	18 %					
% Basic		30 %	32 %	26 %	22 %	24 %					
% Below Basic		27 %	22 %	25 %	30 %	31 %					
% Far Below Basic		6 %	8 %	8 %	8 %	23 %					
Average % Correct											

Note: Data displayed are for demonstration purposes only and may not reflect valid data.

Table II.27 Descriptions of Internet CMA Scores Report

1. Grades	Grades tested for all grades in the school, district, county, or state in which students were tested. In 2010, grades three through eleven were tested.
2. Reported Enrollment	The number of CST, CMA, or CAPA answer documents submitted for students who were enrolled on the first day of testing whether or not the students were tested. The number of answer documents submitted by each school were added to produce the enrollment for each school district and county and for the state.
3. Students Tested	Number of students tested, whether or not they received a score.
4. Percent of Enrollment	Number of students tested in each grade, divided by the number enrolled in the grade on the first day of testing, multiplied by 100, and rounded to the nearest whole number.
5. Content Area	Subject of the test taken.

6. Performance Levels	Percent of student scores at each performance level. Performance levels are advanced, proficient, basic, below basic, and far below basic. The target is for all students to score proficient or advanced. Grades three through eight only (grade-level ELA and mathematics, and science for grades five and eight).
7. Average Percent (%) Correct	Average percent correct for each content area for each grade for students taking the CMA for grade nine ELA, grade ten Life Science, and the EOC Algebra I test.
8. Mean Scale Score	For the test, average of the valid scale scores for the group of students [(Sum of valid scale scores / Number of valid scale scores)]. (The CMA scale score is a value from 150 to 600, with 350 as the lowest score at the proficient performance level for all grades and content areas. Grades three through eight [grade-level ELA and mathematics, and science for grades five and eight] only.)
9. Students with Scores	Number of students who took the CMA and whose testing resulted in scores. Number does not include: <ul style="list-style-type: none"> • Incomplete tests • Students with inconsistent grades (test did not match student's grade level)

CAPA Scores: State

CAPA Internet reports at the state level are different from the Internet reports at the county, school district, and school levels.

- The state report includes a separate table for Level I students.
- The state report shows each grade and performance level.

Total Number Tested in CAPA: 25,765

1. Total Number Tested...

Percent Tested: (25,765 / 2,818,700) .91 %

2. Percent Tested

County Name: ---

District Name: ---

School Name: ---

CDS Code: ---

Total Enrollment on First Day of Testing: 2,840,865

Total Number Tested: 2,818,700

Total Number Tested in Selected Subgroup: 2,818,700

Note: The first row in each table contains numbers 2 through 11 which represent Grade 2 through Grade 11 respectively.

An asterisk (*) appears on the Internet reports to protect student privacy when ten or fewer students had valid test scores.

Note: Data displayed are for demonstration purposes only and may not reflect valid data.

Table II.28 Descriptions of Internet CAPA State Scores Report

1. Total Number Tested in CAPA	Number of students who responded to one or more questions on the CAPA.
2. Percent Tested	Number of students with valid tests, divided by the total number of students tested, multiplied by 100, and rounded to the nearest whole number.

CAPA English-Language Arts										
3. Students Tested										
Result Type	Level I									
	2	3	4	5	6	7	8	9	10	11
Students Tested	931	685	578	598	610	557	574	652	640	582
Students with Scores	931	685	578	598	610	557	574	652	640	582
Mean Scale Score	38.1	38.2	38.1	38.7	38.9	38.8	39.0	38.8	39.0	39.7
% Advanced	42 %	43 %	43 %	41 %	42 %	41 %	42 %	45 %	45 %	47 %
% Proficient	27 %	33 %	30 %	31 %	30 %	31 %	30 %	24 %	24 %	24 %
% Basic	14 %	14 %	16 %	15 %	14 %	14 %	14 %	14 %	15 %	14 %
% Below Basic	5 %	9 %	9 %	8 %	9 %	10 %	9 %	10 %	10 %	10 %
% Far Below Basic	4 %	5 %	6 %	5 %	5 %	4 %	5 %	7 %	5 %	6 %

CAPA Mathematics										
5. Students with Scores										
Result Type	Level I									
	2	3	4	5	6	7	8	9	10	11
Students Tested	929	685	576	593	607	556	573	648	636	581
Students with Scores	929	685	576	593	607	556	573	648	636	581
Mean Scale Score	36.5	35.0	34.5	35.3	35.3	35.7	36.0	35.9	35.2	35.5
% Advanced	36 %	27 %	26 %	31 %	29 %	31 %	33 %	34 %	31 %	35 %
% Proficient	31 %	37 %	35 %	32 %	36 %	36 %	33 %	30 %	30 %	29 %
% Basic	19 %	20 %	22 %	21 %	19 %	17 %	18 %	19 %	18 %	16 %
% Below Basic	8 %	8 %	7 %	9 %	8 %	7 %	8 %	8 %	13 %	10 %
% Far Below Basic	6 %	8 %	10 %	6 %	9 %	8 %	8 %	9 %	9 %	10 %

CAPA Science										
Result Type	Level I									
	2	3	4	5	6	7	8	9	10	11
Students Tested				553			535		582	
Students with Scores				553			535		582	
Mean Scale Score				37.0			37.4		36.8	
% Advanced				36 %			39 %		39 %	
% Proficient				34 %			31 %		24 %	
% Basic				15 %			14 %		16 %	
% Below Basic				9 %			9 %		12 %	
% Far Below Basic				6 %			6 %		9 %	

3. Students Tested	Number of students taking this assessment.
4. Content Area	Subject assessed.
5. Students with Scores	Number of students who took the CAPA and whose testing resulted in scores. Number does not include: <ul style="list-style-type: none"> • Incomplete tests • Students with inconsistent grades (test did not match student's grade level) except for CAPA Level I

CAPA English-Language Arts										
	Level II		Level III		Level IV			Level V		
Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	1695	1966	1837	1852	1788	1856	1899	2091	2143	2205
Students with Scores	1695	1966	1837	1852	1788	1856	1899	2091	2143	2205
Mean Scale Score	34.7	36.0	37.0	37.7	37.4	37.8	39.3	37.2	37.6	37.8
% Advanced	18 %	28 %	28 %	34 %	26 %	30 %	37 %	32 %	36 %	39 %
% Proficient	34 %	33 %	44 %	39 %	41 %	38 %	36 %	41 %	38 %	37 %
% Basic	31 %	24 %	23 %	21 %	23 %	21 %	19 %	19 %	20 %	17 %
% Below Basic	16 %	13 %	4 %	4 %	8 %	8 %	7 %	5 %	5 %	5 %
% Far Below Basic	1 %	1 %	2 %	6. Levels/Grades	1 %	2 %	2 %	2 %	3 %	

CAPA Mathematics										
	Level II		Level III		Level IV			Level V		
Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	1696	1962	1837	1846	1779	1852	1896	2081	2139	2202
Students with Scores	1696	1962	1837	1846	1779	1852	1896	2081	2139	2202
Mean Scale Score	35.2	36.9	34.9	35.4	36.9	37.7	39.3	36.2	36.9	37.0
% Advanced	21 %	31 %	13 %	16 %	33 %	38 %	46 %	25 %	28 %	30 %
% Proficient	7. Mean Scale Score	32 %	33 %	41 %	43 %	34 %	33 %	31 %	33 %	32 %
% Basic	26 %	20 %	36 %	32 %	15 %	13 %	10 %	28 %	27 %	25 %
% Below Basic	18 %	14 %	8 %	7 %	16 %	13 %	11 %	11 %	11 %	11 %
% Far Below Basic	2 %	2 %	1 %	1 %	2 %	2 %	2 %	2 %	2 %	2 %

CAPA Science										
	Level II		Level III		Level IV			Level V		
Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested				1784			1817		2020	
Students with Scores				1784			1817		2020	
Mean Scale Score				35.4			36.5		35.3	
% Advanced				14 %			19 %		15 %	
% Proficient				47 %			47 %		43 %	
% Basic				32 %			28 %		35 %	
% Below Basic				6 %			4 %		5 %	
% Far Below Basic				1 %			1 %		1 %	

6. Levels/Grades

The report is sorted in order by CAPA Assessment Level from Level I to Level V. Within each CAPA level, scores are reported by grade for state reports and by CAPA level for schools, districts, and counties.

7. Mean Scale Score

Average of scale scores for the group of students. (The scale score is a value from 15 to 60, with 35 as the lowest score for a proficient performance level for all grades/levels and content areas.)

8. Performance Levels

Percent of students scoring at each performance level. Performance levels are advanced, proficient, basic, below basic, and far below basic. The target is for all students to score proficient or advanced.

CAPA Scores: County, School District, or School

1. Levels/Grades					
CAPA English-Language Arts					
Result Type	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
Students Tested	162	82	78	114	112
Students with Scores		82	78	114	112
Mean Scale Score	37.3	36.5	37.8	38.7	37.3
% At or Above Proficient	72 %	67 %	74 %	74 %	75 %
CAPA Mathematics					
Result Type	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
Students Tested	162	82	77	114	112
Students with Scores	162	82	77	114	112
Mean Scale Score	34.7	36.7	35.9	38.1	35.9
% At or Above Proficient	64 %	66 %	69 %	75 %	59 %
CAPA Science					
Result Type	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
Students Tested	55		36	41	36
Students with Scores	55		36	41	36
Mean Scale Score	36.3		35.5	36.3	34.0
% At or Above Proficient	62 %		64 %	71 %	44 %

Note: Data displayed are for demonstration purposes only and may not reflect valid data.

Table II.29 Descriptions of Internet CAPA County, School District, or School Scores Report

1. Levels/Grades	The report is sorted in order by CAPA Level from Level I to Level V.
2. Content Area	Subject assessed.
3. Students with Scores	Number of students who took the CAPA and whose testing resulted in scores. Number does not include: <ul style="list-style-type: none"> • Incomplete tests • Students with inconsistent grades (test did not match student's grade level) except for CAPA Level I
4. Mean Scale Score	Average of scale scores for the group of students. (The scale score is a value from 15 to 60, with 35 as the lowest score for a proficient performance level.)
5. Percent At or Above Proficient	Percent of students whose scores are at or above proficient for the content area tested. The target is for all students to score proficient or advanced.
6. Students Tested	Number of students taking this assessment.

STS Scores

1. Grades

2. Reported Enrollment

3. Students Tested

4. Percent of Enrollment

5. Content Area

6. Performance Levels

7. Average Percent (%) Correct

8. Mean Scale Score

9. Students with Scores

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	259,961	260,669	263,291	260,759	271,919	278,048	283,292	330,739	322,559	309,628	

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	5,811	4,382	2,456	1,847	1,083	1,075	880	1,300	1,050	694	
% of Enrollment	2.2 %	1.7 %	0.9 %	0.7 %	0.4 %	0.4 %	0.3 %	0.4 %	0.3 %	0.2 %	
Students with Scores	5,775	4,361	2,441	1,841	1,081	1,057	866	1,266	1,016	672	
Mean Scale Score	373.9	370.8	386.6	330.9	337.6	385.6					
% Advanced	39 %	30 %	48 %	12 %	11 %	40 %					
% Proficient	21 %	30 %	3 %	27 %	27 %						
% Basic	29 %	30 %	43 %	15 %	24 %						
% Below Basic	10 %	12 %	13 %	15 %	6 %						
% Far Below Basic	1 %	0 %	2 %	9 %	4 %	3 %					
Average % Correct							56 %	53 %	55 %	53 %	

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	5,781	4,376	2,450	1,842	1,054	1,039					
% of Enrollment	2.2 %	1.7 %	0.9 %	0.7 %	0.4 %	0.4 %					
Students with Scores	5,767	4,346	2,446	1,836	1,054	1,029					
Mean Scale Score	404.9	425.4	371.6	374.4	339.3	317.8					
% Proficient	36 %	30 %	34 %	31 %	29 %	21 %					
% Basic	22 %	18 %	29 %	42 %	38 %	38 %					
% Below Basic	4 %	5 %	12 %	6 %	20 %	25 %					
% Far Below Basic	0 %	0 %	1 %	0 %	2 %	11 %					
Average % Correct											

Note: Data displayed are for demonstration purposes only and may not reflect valid data.

Table II.30 Descriptions of Internet STS Scores Report

1. Grades	Grades tested for all grades in the school, district, county, or state in which students were tested.
2. Reported Enrollment	The number of CST, CMA, or CAPA answer documents submitted for students who were enrolled on the first day of testing whether or not the students were tested. The number of answer documents submitted by each school were added to produce the enrollment for each school district and county and for the state.
3. Students Tested	Number of students tested, whether or not they received a score.
4. Percent of Enrollment	Number of students tested in each grade, divided by the number enrolled in the grade on the first day of testing, multiplied by 100, and rounded to the nearest whole number.
5. Content Area	Subject of the test taken.
6. Performance Levels	Percent of student scores at each performance level. Performance levels are advanced, proficient, basic, below basic, and far below basic. The target is for all students to score proficient or advanced. Grades two through seven only (grade-level RLA and mathematics).

7. Average Percent (%) Correct	Average percent correct for each content area for each grade for students in grades eight through eleven taking the grade-level RLA test and in grades seven through eleven taking the EOC Algebra I or Geometry test.
8. Mean Scale Score	For the test, average of the valid scale scores for the group of students [(Sum of valid scale scores / Number of valid scale scores)]. (The STS scale score is a value from 150 to 600, with 350 as the lowest score at the proficient performance level for all grades and content areas. Grade-level RLA and mathematics in grades two through seven only.)
9. Students with Scores	<p>Number of students who took the STS and whose testing resulted in scores. Number includes students who tested with modifications but does not include:</p> <ul style="list-style-type: none"> • Incomplete tests • Students who took the STS who are non-English learners • Students with inconsistent grades (test did not match student's grade level)

Notes

Part III

Appendixes

Appendix A: STAR Reporting Clusters

The tables in this appendix present the reporting clusters, the number of items in each reporting cluster, and the average percent correct for a sample of students statewide for all 2010 CSTs, CMA for grades three through eight (grade-level ELA and mathematics and science for grades five and eight), and grades two through eleven of the STS.

The last three columns of each table, labeled “All,” “Minimally Proficient” and “Minimally Advanced,” provide the expected average percent-correct scores on each cluster for a representative sample of the state’s students as well as the average percent correct for a representative sample of the state’s students who scored at the lowest score for proficient and at the lowest score for advanced. For the CSTs, for example, a sample of students statewide who obtained a scale score of exactly 350 or the lowest reported scale score above 350; and for advanced, a sample of students statewide who scored at the lowest score for advanced.

Because the goal for the state is for all students to score at the proficient level or above, a useful benchmark for interpreting cluster scores is the performance on the cluster for students who scored between minimally proficient and minimally advanced on the total test. These average percent-correct values provide information about the relative difficulty of different clusters, which is important to take into account when considering the performance of students in the school or district.

CST Reporting Clusters

CSTs for English–Language Arts

CALIFORNIA ENGLISH–LANGUAGE ARTS STANDARDS TESTS					
Number of Questions for 2010 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
Grade Two					
	Word Analysis and Vocabulary Development	22	73	77	89
	Reading Comprehension	15	65	67	84
	Literary Response and Analysis	6	76	83	93
	Written Conventions	14	66	68	86
	Writing Strategies	8	58	57	78
Grade Three					
	Word Analysis and Vocabulary Development	20	71	78	90
	Reading Comprehension	15	69	77	87
	Literary Response and Analysis	8	77	86	95
	Written Conventions	13	61	66	82
	Writing Strategies	9	64	71	87
Grade Four					
	Word Analysis and Vocabulary Development	18	73	71	86
	Reading Comprehension	15	68	63	79
	Literary Response and Analysis	9	69	63	80
	Written Conventions	18	73	71	84
	Writing Strategies	15	66	62	76
Grade Five					
	Word Analysis and Vocabulary Development	14	64	62	80
	Reading Comprehension	16	65	64	81
	Literary Response and Analysis	12	70	67	87
	Written Conventions	17	71	71	83
	Writing Strategies	16	69	69	84
Grade Six					
	Word Analysis and Vocabulary Development	13	71	74	87
	Reading Comprehension	17	63	62	78
	Literary Response and Analysis	12	68	70	83
	Written Conventions	16	73	75	86
	Writing Strategies	17	58	57	74
Grade Seven					
	Word Analysis and Vocabulary Development	11	68	68	85
	Reading Comprehension	18	70	71	87
	Literary Response and Analysis	13	65	67	81
	Written Conventions	16	69	69	83
	Writing Strategies	17	57	54	75
	Writing Applications	1 (8 points)	74	74	81

CALIFORNIA ENGLISH–LANGUAGE ARTS STANDARDS TESTS					
Number of Questions for 2010 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
Grade Eight					
	Word Analysis and Vocabulary Development	8	65	64	77
	Reading Comprehension	18	72	75	86
	Literary Response and Analysis	15	66	66	81
	Written Conventions	16	67	67	81
	Writing Strategies	17	63	62	78
Grade Nine					
	Word Analysis and Vocabulary Development	8	70	73	82
	Reading Comprehension	18	67	67	85
	Literary Response and Analysis	16	59	58	76
	Written Conventions	13	65	66	81
	Writing Strategies	20	62	62	77
Grade Ten					
	Word Analysis and Vocabulary Development	8	72	80	90
	Reading Comprehension	18	68	76	89
	Literary Response and Analysis	16	61	66	79
	Written Conventions	13	67	74	84
	Writing Strategies	20	63	68	81
Grade Eleven					
	Word Analysis and Vocabulary Development	8	73	82	89
	Reading Comprehension	19	61	69	84
	Literary Response and Analysis	17	58	62	75
	Written Conventions	9	68	77	85
	Writing Strategies	22	63	72	84

CSTs for Mathematics

CALIFORNIA MATHEMATICS STANDARDS TESTS					
Number of Questions for 2010 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade/ Test	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
GRADE-LEVEL MATHEMATICS					
Grade Two					
	Place Value, Addition, and Subtraction	15	75	74	87
	Multiplication, Division, and Fractions	23	78	77	90
	Algebra and Functions	6	76	73	87
	Measurement and Geometry	14	78	76	86
	Statistics, Data Analysis, and Probability	7	76	73	87
Grade Three					
	Place Value, Fractions, and Decimals	16	78	74	87
	Addition, Subtraction, Multiplication, Division	16	75	70	87
	Algebra and Functions	12	74	68	86
	Measurement and Geometry	16	82	79	90
	Statistics, Data Analysis, and Probability	5	84	83	91
Grade Four					
	Decimals, Fractions, and Negative Numbers	17	82	79	90
	Operations and Factoring	14	76	69	88
	Algebra and Functions	18	83	83	93
	Measurement and Geometry	12	70	60	78
	Statistics, Data Analysis, and Probability	4	78	72	83
Grade Five					
	Estimation, Percents, and Factoring	12	67	60	83
	Operations with Fractions and Decimals	17	67	61	83
	Algebra and Functions	17	71	67	85
	Measurement and Geometry	15	64	57	78
	Statistics, Data Analysis, and Probability	4	83	85	96
Grade Six					
	Ratios, Proportions, Percentages, Negative Fractions	15	64	63	83
	Operations and Problem Solving with Fractions	10	70	72	88
	Algebra and Functions	19	70	72	89
	Measurement and Geometry	10	61	59	81
	Statistics, Data Analysis, and Probability	11	61	61	80
Grade Seven					
	Rational Numbers	14	59	58	82
	Exponents, Powers, and Roots	8	58	59	82
	Quantitative Relationships and Evaluating Expressions	10	62	64	80
	Multistep Problems, Graphing, and Functions	15	62	64	83
	Measurement and Geometry	13	57	58	78
	Statistics, Data Analysis, and Probability	5	66	71	88

CALIFORNIA MATHEMATICS STANDARDS TESTS					
Number of Questions for 2010 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade/ Test	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
END-OF-COURSE MATHEMATICS					
General Mathematics					
	Rational Numbers	14	48	61	84
	Exponents, Powers, and Roots	10	47	62	85
	Quantitative Relationships and Evaluating Expressions	11	57	73	88
	Multistep Problems, Graphing, and Functions	10	51	64	83
	Measurement and Geometry	11	42	52	73
	Statistics, Data Analysis, and Probability	9	55	69	85
Algebra I					
	Number Properties, Operations, and Linear Equations	17	60	72	87
	Graphing and Systems of Linear Equations	14	49	59	84
	Quadratics and Polynomials	21	47	56	80
	Functions and Rational Expressions	13	40	44	66
Geometry					
	Logic and Geometric Proofs	23	57	72	88
	Volume and Area Formulas	11	50	61	85
	Angle Relationships, Constructions, and Lines	16	53	65	83
	Trigonometry	15	55	70	87
Algebra II					
	Polynomials and Rational Expressions	19	61	72	87
	Quadratics, Conics, and Complex Numbers	16	50	59	79
	Exponents and Logarithms	16	56	67	83
	Series, Combinatorics, Probability and Statistics	14	50	58	75
Summative High School Mathematics					
	Algebra I	18	78	80	92
	Geometry	19	74	76	90
	Algebra II	23	70	71	88
	Probability and Statistics	5	61	59	81
Integrated Mathematics 1					
	Number Properties, Operations, and Linear Equations	15	59	79	92
	Graphing	9	42	66	86
	Quadratics and Polynomials	14	39	59	86
	Functions and Rational Expressions	7	36	53	77
	Geometry	20	32	41	60
Integrated Mathematics 2					
	Algebra I	20	49	59	78
	Logic and Geometric Proofs	22	46	57	79
	Angle Relationships, Constructions, and Lines	8	51	63	83
	Trigonometry	10	42	49	76
	Algebra II/Probability and Statistics	5	34	33	56

CALIFORNIA MATHEMATICS STANDARDS TESTS					
Number of Questions for 2010 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade/ Test	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
Integrated Mathematics 3					
	Geometry	5	70	84	90
	Polynomials and Rational Expressions	19	49	55	78
	Quadratics, Conics, and Complex Numbers	16	46	48	72
	Exponents and Logarithms	16	52	63	81
	Series, Combinatorics, Probability and Statistics	9	44	50	69

CSTs for Science

CALIFORNIA SCIENCE STANDARDS TESTS					
Number of Questions for 2010 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade/ Test	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
GRADE-LEVEL SCIENCE					
Grade Five Science (Grades Four and Five Standards)					
	Physical Science, Grade Five	11	69	69	86
	Physical Science, Grade Four	8	68	67	85
	Life Science, Grade Five	13	72	73	89
	Life Science, Grade Four	9	70	69	86
	Earth Science, Grade Five	11	70	71	84
	Earth Science, Grade Four	8	70	70	89
Grade Eight Science					
	Motion	8	62	55	69
	Forces, Density, and Buoyancy	13	74	75	84
	Structure of Matter and Periodic Table	16	65	61	76
	Earth in the Solar System	7	71	70	79
	Reactions and the Chemistry of Living Systems	10	66	64	76
	Investigation and Experimentation	6	78	80	89
Grade Ten Life Science					
	Cell Biology	10	57	57	73
	Genetics	12	58	60	75
	Physiology	10	68	74	86
	Ecology	11	66	71	85
	Evolution	11	65	72	85
	Investigation and Experimentation	6	76	83	90
END-OF-COURSE SCIENCE					
Biology					
	Cell Biology	9	56	56	72
	Genetics	18	62	65	80
	Ecology and Evolution	16	62	66	83
	Physiology	11	69	78	90
	Investigation and Experimentation	6	62	68	80
Chemistry					
	Atomic and Molecular Structure	8	63	69	82
	Chemical Bonds, Biochemistry	9	68	75	89
	Kinetics, Thermodynamics	14	63	70	85
	Chemical Reactions	13	56	63	80
	Conservation of Matter and Stoichiometry	10	62	70	88
	Investigation and Experimentation	6	67	78	89
Earth Science					
	Astronomy and Cosmology	12	52	61	80
	Solid Earth	14	57	69	80
	The Earth's Energy	28	54	66	85
	Investigation and Experimentation	6	63	79	91

CALIFORNIA SCIENCE STANDARDS TESTS					
Number of Questions for 2010 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade/ Test	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
Physics					
	Motion and Forces	12	60	61	79
	Conservation of Energy and Momentum	12	61	63	83
	Heat and Thermodynamics	9	64	65	84
	Waves	10	67	70	84
	Electric and Magnetic Phenomena	11	58	59	72
	Investigation and Experimentation	6	60	63	78
Integrated/Coordinated 1					
	Biology/Life Sciences	10	55	75	90
	Chemistry	15	42	56	77
	Earth Sciences	17	57	76	89
	Physics	12	44	59	78
	Investigation and Experimentation	6	47	68	83
Integrated/Coordinated 2					
	Biology/Life Sciences	15	57	73	84
	Chemistry	6	45	64	86
	Earth Sciences	15	54	74	89
	Physics	18	37	50	73
	Investigation and Experimentation	6	50	67	82
Integrated/Coordinated 3					
	Biology/Life Sciences	16	48	68	79
	Chemistry	23	40	56	79
	Earth Sciences	7	57	83	92
	Physics	8	38	49	72
	Investigation and Experimentation	6	55	76	86
Integrated/Coordinated 4					
	Biology/Life Sciences	13	56	83	91
	Chemistry	10	35	53	60
	Earth Sciences	15	44	76	96
	Physics	16	33	53	73
	Investigation and Experimentation	6	44	69	84

CSTs for History–Social Science

CALIFORNIA HISTORY–SOCIAL SCIENCE STANDARDS TESTS					
Number of Questions for 2010 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade/ Test	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
GRADE-LEVEL HISTORY–SOCIAL SCIENCE					
Grade Eight (Grades Six, Seven, and Eight Standards)					
	World History and Geography: Ancient Civilizations	16	64	67	78
	Late Antiquity and the Middle Ages	14	61	64	79
	Renaissance/Reformation	10	56	58	70
	U.S. Constitution and the Early Republic	22	62	67	80
	Civil War and Its Aftermath	13	63	68	84
Grade Eleven (U.S. History)					
	Foundations of American Political and Social Thought	10	59	62	80
	Industrialization and the U.S. Role as a World Power	13	63	68	84
	United States Between the World Wars	12	62	68	82
	World War II and Foreign Affairs	12	60	66	80
	Post-World War II Domestic Issues	13	61	68	82
END-OF-COURSE HISTORY–SOCIAL SCIENCE					
World History					
	Development of Modern Political Thought	13	64	70	83
	Industrial Expansion and Imperialism	10	64	73	85
	Causes and Effects of the First World War	14	62	71	85
	Causes and Effects of the Second World War	13	61	67	82
	International Developments in the Post-World War II Era	10	60	68	81

CMA Reporting Clusters

Note: Reporting cluster data are not available for the CMA for ELA (Grade 9), the CMA for Life Science (Grade 10), or the CMA for Algebra I.

CMA for English–Language Arts—Grades Three Through Eight Only

CALIFORNIA ENGLISH–LANGUAGE ARTS MODIFIED ASSESSMENT					
Number of Questions for 2010 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
Grade Three					
	Vocabulary	14	65	81	88
	Reading for Understanding	17	55	68	81
	Language	17	56	71	82
Grade Four					
	Vocabulary	11	60	73	83
	Reading for Understanding	16	55	65	78
	Language	21	52	60	73
Grade Five					
	Vocabulary	8	69	82	90
	Reading for Understanding	18	51	59	71
	Language	22	58	67	78
Grade Six					
	Vocabulary	9	58	68	75
	Reading for Understanding	22	54	62	74
	Language	23	56	66	74
Grade Seven					
	Vocabulary	8	55	66	75
	Reading for Understanding	22	56	68	80
	Language	24	55	67	77
	Writing Applications Score	1 (4 points)	58	65	68
Grade Eight					
	Vocabulary	6	64	82	92
	Reading for Understanding	24	53	65	76
	Language	24	53	65	76

CMA for Mathematics—Grade Level Only

CALIFORNIA MATHEMATICS MODIFIED ASSESSMENT					
Number of Questions for 2010 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
Grade Three					
	Number Sense	24	58	67	88
	Algebra and Data Analysis	13	63	75	90
	Measurement and Geometry	11	73	83	92
Grade Four					
	Number Sense	23	63	70	85
	Algebra and Data Analysis	15	50	55	71
	Measurement and Geometry	10	51	55	68
Grade Five					
	Number Sense	21	62	70	84
	Algebra and Data Analysis	17	62	70	84
	Measurement and Geometry	10	52	55	71
Grade Six					
	Number Sense	21	56	62	75
	Algebra and Data Analysis	25	55	63	77
	Measurement and Geometry	8	47	53	64
Grade Seven					
	Number Sense	18	48	54	65
	Algebra and Data Analysis	25	49	59	74
	Measurement and Geometry	11	43	50	63

CMA for Science—Grades Five and Eight Only

CALIFORNIA SCIENCE MODIFIED ASSESSMENT					
Number of Questions for 2010 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade/ Test	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
Grade Five Science					
	Physical Sciences	16	59	62	76
	Life Sciences	16	61	66	81
	Earth Sciences	16	61	66	81
Grade Eight Science					
	Motion	19	57	65	78
	Matter	23	48	55	68
	Earth Science	7	58	66	79
	Investigation and Experimentation	5	56	67	79

STS Reporting Clusters

STS for Reading/Language Arts—Grades Two Through Seven

CALIFORNIA STANDARDS-BASED READING/LANGUAGE ARTS TEST					
Number of Questions for 2010 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
Grade Two					
	Word Analysis and Vocabulary Development	22	69	78	89
	Reading Comprehension	15	60	73	87
	Literary Response and Analysis	6	58	70	80
	Written Conventions	14	63	76	88
	Writing Strategies	8	44	51	68
Grade Three					
	Word Analysis and Vocabulary Development	20	67	78	89
	Reading Comprehension	15	55	64	81
	Literary Response and Analysis	8	49	54	69
	Written Conventions	13	60	72	86
	Writing Strategies	9	56	67	81
Grade Four					
	Word Analysis and Vocabulary Development	18	65	76	87
	Reading Comprehension	15	50	59	76
	Literary Response and Analysis	9	50	60	72
	Written Conventions	18	66	79	88
	Writing Strategies	15	53	65	77
Grade Five					
	Word Analysis and Vocabulary Development	14	47	58	76
	Reading Comprehension	16	44	57	72
	Literary Response and Analysis	12	44	56	75
	Written Conventions	17	56	69	80
	Writing Strategies	16	48	58	76
Grade Six					
	Word Analysis and Vocabulary Development	13	42	51	70
	Reading Comprehension	17	51	62	75
	Literary Response and Analysis	12	50	58	72
	Written Conventions	16	56	70	84
	Writing Strategies	17	43	52	70
Grade Seven					
	Word Analysis and Vocabulary Development	11	61	75	88
	Reading Comprehension	18	48	57	73
	Literary Response and Analysis	13	53	62	79
	Written Conventions	16	55	67	81
	Writing Strategies	17	51	62	77

STS for Reading/Language Arts—Grades Eight Through Eleven

Note: The proficiency range and minimally advanced data are available for grades two through seven (grade-level RLA) only. For the grade-level RLA tests for grades eight through eleven, the “All Percent Correct” column provides the expected average percent-correct scores on each cluster for a representative sample of the state’s students who took the STS.

CALIFORNIA STANDARDS-BASED READING/LANGUAGE ARTS TEST			
Number of Questions for 2010 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster			
Grade	Reporting Cluster	No. of Questions	Avg Pct Correct Statewide—All
Grade Eight			
	Word Analysis and Vocabulary Development	9	61
	Reading Comprehension	18	51
	Literary Response and Analysis	15	59
	Written Conventions	16	62
	Writing Strategies	17	50
Grade Nine			
	Word Analysis and Vocabulary Development	8	68
	Reading Comprehension	18	55
	Literary Response and Analysis	16	53
	Written Conventions	13	53
	Writing Strategies	20	45
Grade Ten			
	Word Analysis and Vocabulary Development	8	73
	Reading Comprehension	18	56
	Literary Response and Analysis	16	56
	Written Conventions	13	55
	Writing Strategies	20	43
Grade Eleven			
	Word Analysis and Vocabulary Development	8	60
	Reading Comprehension	19	47
	Literary Response and Analysis	17	52
	Written Conventions	9	50
	Writing Strategies	22	53

STS for Mathematics—Grades Two Through Seven

CALIFORNIA MATHEMATICS STANDARDS TESTS					
Number of Questions for 2010 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
Grade Two					
	Place Value, Addition, and Subtraction	15	66	65	84
	Multiplication, Division, and Fractions	23	66	66	84
	Algebra and Functions	6	60	54	81
	Measurement and Geometry	14	72	74	85
	Statistics, Data Analysis, and Probability	7	76	78	90
Grade Three					
	Place Value, Fractions, and Decimals	16	65	64	85
	Addition, Subtraction, Multiplication, Division	16	66	66	87
	Algebra and Functions	12	61	60	83
	Measurement and Geometry	16	67	68	81
	Statistics, Data Analysis, and Probability	5	78	82	93
Grade Four					
	Decimals, Fractions, and Negative Numbers	17	67	66	83
	Operations and Factoring	14	60	56	83
	Algebra and Functions	18	67	67	92
	Measurement and Geometry	12	62	63	77
	Statistics, Data Analysis, and Probability	4	55	56	67
Grade Five					
	Estimation, Percents, and Factoring	12	59	60	75
	Operations with Fractions and Decimals	17	48	47	65
	Algebra and Functions	17	57	64	78
	Measurement and Geometry	15	50	49	65
	Statistics, Data Analysis, and Probability	4	55	59	71
Grade Six					
	Ratios, Proportions, Percentages, and Negative Numbers	15	56	60	77
	Operations with Problem Solving with Fractions	10	54	60	71
	Algebra and Functions	19	56	66	75
	Measurement and Geometry	10	38	39	50
	Statistics, Data Analysis, and Probability	11	41	43	64
Grade Seven					
	Rational Numbers	14	46	54	72
	Exponents, Powers, and Roots	8	40	45	67
	Quantitative Relationships and Evaluating Expressions	10	41	47	60
	Multistep Problems, Graphing, and Functions	15	46	57	74
	Measurement and Geometry	13	47	57	74
	Statistics, Data Analysis, and Probability	5	49	60	78

STS for Mathematics—EOC Mathematics

Note: The proficiency range and minimally advanced data are available for grades two through seven (grade-level mathematics) only. For the EOC mathematics STS tests, the “All Percent Correct” column provides the expected average percent-correct scores on each cluster for a representative sample of the state’s students who took the STS.

CALIFORNIA STANDARDS-BASED MATHEMATICS TEST			
Number of Questions for 2010 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster			
Grade/ Test	Reporting Cluster	No. of Questions	Avg Pct Correct Statewide—All
Algebra I			
	Number Properties, Operations, and Linear Equations	17	45
	Graphing and Systems of Linear Equations	14	33
	Quadratics and Polynomials	21	42
	Functions and Rational Expressions	13	28
Geometry			
	Logic and Geometric Proofs	23	47
	Volume and Area Formulas	11	36
	Angle Relationships Constructions, and Lines	16	37
	Trigonometry	15	33

Appendix B: STAR Scale Score Ranges

Performance Level Scale Score Ranges—CSTs

Content Area	Grade/Test	Far Below Basic	Below Basic	Basic	Proficient	Advanced
English–Language Arts						
	2	150 – 261	262 – 299	300 – 349	350 – 401	402 – 600
	3	150 – 258	259 – 299	300 – 349	350 – 401	402 – 600
	4	150 – 268	269 – 299	300 – 349	350 – 392	393 – 600
	5	150 – 270	271 – 299	300 – 349	350 – 394	395 – 600
	6	150 – 267	268 – 299	300 – 349	350 – 393	394 – 600
	7	150 – 262	263 – 299	300 – 349	350 – 400	401 – 600
	8	150 – 265	266 – 299	300 – 349	350 – 394	395 – 600
	9	150 – 264	265 – 299	300 – 349	350 – 396	397 – 600
	10	150 – 262	263 – 299	300 – 349	350 – 391	392 – 600
	11	150 – 258	259 – 299	300 – 349	350 – 395	396 – 600
Mathematics						
	2	150 – 235	236 – 299	300 – 349	350 – 413	414 – 600
	3	150 – 235	236 – 299	300 – 349	350 – 413	414 – 600
	4	150 – 244	245 – 299	300 – 349	350 – 400	401 – 600
	5	150 – 247	248 – 299	300 – 349	350 – 429	430 – 600
	6	150 – 252	253 – 299	300 – 349	350 – 414	415 – 600
	7	150 – 256	257 – 299	300 – 349	350 – 413	414 – 600
	General Mathematics	150 – 256	257 – 299	300 – 349	350 – 413	414 – 600
	<i>Note:</i> The General Mathematics Standards Test assesses grade eight and nine students' knowledge of California's grade six and seven mathematics content standards. Students who are not yet in Algebra I or who are taking the first year of a two-year Algebra I course take this test.					
	Algebra I	150 – 252	253 – 299	300 – 349	350 – 427	428 – 600
	Geometry	150 – 246	247 – 299	300 – 349	350 – 417	418 – 600
	Algebra II	150 – 256	257 – 299	300 – 349	350 – 415	416 – 600
	Summative High School Mathematics	150 – 234	235 – 299	300 – 349	350 – 419	420 – 600
	Integrated Mathematics 1	150 – 248	249 – 299	300 – 349	350 – 424	425 – 600
	Integrated Mathematics 2	150 – 257	258 – 299	300 – 349	350 – 417	418 – 600
	Integrated Mathematics 3	150 – 251	252 – 299	300 – 349	350 – 427	428 – 600
Science						
	Grade 5 Grades 4 and 5 Standards	150 – 267	268 – 299	300 – 349	350 – 409	410 – 600
	Grade 8 Science	150 – 252	253 – 299	300 – 349	350 – 402	403 – 600
	Grade 10 Life Science	150 – 268	269 – 299	300 – 349	350 – 398	399 – 600
	Biology	150 – 275	276 – 299	300 – 349	350 – 393	394 – 600
	Chemistry	150 – 275	276 – 299	300 – 349	350 – 393	394 – 600
	Earth Science	150 – 276	277 – 299	300 – 349	350 – 392	393 – 600

Content Area	Grade/Test	Far Below Basic	Below Basic	Basic	Proficient	Advanced
	Physics	150 – 275	276 – 299	300 – 349	350 – 392	393 – 600
	Integrated/Coordinated Science 1	150 – 276	277 – 299	300 – 349	350 – 389	390 – 600
	Integrated/Coordinated Science 2	150 – 277	278 – 299	300 – 349	350 – 390	391 – 600
	Integrated/Coordinated Science 3	150 – 275	276 – 299	300 – 349	350 – 390	391 – 600
	Integrated/Coordinated Science 4	150 – 275	276 – 299	300 – 349	350 – 396	397 – 600
History–Social Science						
	Grade 8 Grades 6–8 Standards	150 – 270	271 – 299	300 – 349	350 – 395	396 – 600
	Grade 11 United States History	150 – 269	270 – 299	300 – 349	350 – 400	401 – 600
	World History	150 – 274	275 – 299	300 – 349	350 – 399	400 – 600

Performance Level Scale Score Ranges—CMA

Content Area	Grade/Test	Far Below Basic	Below Basic	Basic	Proficient	Advanced
English–Language Arts						
	3	150 – 227	228 – 299	300 – 349	350 – 396	397 – 600
	4	150 – 240	241 – 299	300 – 349	350 – 406	407 – 600
	5	150 – 218	219 – 299	300 – 349	350 – 399	400 – 600
	6	150 – 220	221 – 299	300 – 349	350 – 404	405 – 600
	7	150 – 227	228 – 299	300 – 349	350 – 408	409 – 600
	8	150 – 234	235 – 299	300 – 349	350 – 406	407 – 600
Mathematics						
	3	150 – 228	229 – 299	300 – 349	350 – 422	423 – 600
	4	150 – 218	219 – 299	300 – 349	350 – 429	430 – 600
	5	150 – 225	226 – 299	300 – 349	350 – 421	422 – 600
	6	150 – 229	230 – 299	300 – 349	350 – 427	428 – 600
	7	150 – 236	237 – 299	300 – 349	350 – 442	443 – 600
Science						
	Grade 5 Grades 4 and 5 Standards	150 – 242	243 – 299	300 – 349	350 – 400	401 – 600
	Grade 8	150 – 263	264 – 299	300 – 349	350 – 405	406 – 600

Performance Level Scale Score Ranges—CAPA

Content Area	Level	Far Below Basic	Below Basic	Basic	Proficient	Advanced
English–Language Arts						
	I	15	16 – 29	30 – 34	35 – 39	40 – 60
	II	15 – 18	19 – 29	30 – 34	35 – 39	40 – 60
	III	15 – 23	24 – 29	30 – 34	35 – 39	40 – 60
	IV	15 – 17	18 – 29	30 – 34	35 – 41	42 – 60
	V	15 – 22	23 – 29	30 – 34	35 – 39	40 – 60
Mathematics						
	I	15	16 – 29	30 – 34	35 – 38	39 – 60
	II	15 – 17	18 – 29	30 – 34	35 – 40	41 – 60
	III	15	16 – 29	30 – 34	35 – 39	40 – 60
	IV	15	16 – 29	30 – 34	35 – 40	41 – 60
	V	15 – 16	17 – 29	30 – 34	35 – 39	40 – 60
Science						
	I	15	16 – 29	30 – 34	35 – 38	39 – 60
	III	15 – 21	22 – 29	30 – 34	35 – 39	40 – 60
	IV	15 – 19	20 – 29	30 – 34	35 – 39	40 – 60
	V	15 – 20	21 – 29	30 – 34	35 – 38	39 – 60

Performance Level Scale Score Ranges—STS

Content Area	Grade/Test	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Reading/Language Arts						
	2	150 – 241	242 – 299	300 – 349	350 – 385	386 – 600
	3	150 – 250	251 – 299	300 – 349	350 – 392	393 – 600
	4	150 – 255	256 – 299	300 – 349	350 – 386	387 – 600
	5	150 – 270	271 – 299	300 – 349	350 – 400	401 – 600
	6	150 – 259	260 – 299	300 – 349	350 – 400	401 – 600
	7	150 – 255	256 – 299	300 – 349	350 – 398	399 – 600
Mathematics						
	2	150 – 216	217 – 299	300 – 349	350 – 416	417 – 600
	3	150 – 228	229 – 299	300 – 349	350 – 420	421 – 600
	4	150 – 242	243 – 299	300 – 349	350 – 419	420 – 600
	5	150 – 244	245 – 299	300 – 349	350 – 415	416 – 600
	6	150 – 250	251 – 299	300 – 349	350 – 402	403 – 600
	7	150 – 256	257 – 299	300 – 349	350 – 414	415 – 600

Appendix C: STAR Conditional Standard Errors of Measurement (CSEM)

Scale Score CSEM for the 2010 California Standards Tests

Content Area	Test Name	Below Basic		Basic		Proficient		Advanced	
		Min SS	CSEM	Min SS	CSEM	Min SS	CSEM	Min SS	CSEM
English– Language Arts	2	262	14	300	13	350	14	402	18
	3	259	15	300	14	350	16	402	21
	4	269	13	300	12	350	13	393	15
	5	271	13	300	12	350	13	395	15
	6	268	13	300	13	350	13	394	15
	* 7	263	15	300	13	350	15	401	16
	8	266	15	300	14	350	14	395	17
	9	265	15	300	14	350	14	397	17
	10	263	13	300	13	350	14	392	17
	11	259	15	300	14	350	15	396	19
* Including writing prompt									
Mathematics	2	236	18	300	17	350	19	414	25
	3	236	17	300	17	350	18	414	23
	4	245	15	300	14	350	15	401	20
	5	248	20	300	19	350	19	430	23
	6	253	17	300	15	350	16	415	20
	7	257	17	300	16	350	17	414	20
	General Mathematics	257	17	300	16	350	17	414	20
	Algebra I	253	20	300	18	350	18	428	22
	Geometry	247	17	300	15	350	16	418	22
	Algebra II	257	18	300	18	350	17	416	22
	High School Mathematics	235	17	300	16	350	18	420	25
	Integrated Mathematics 1	249	21	300	19	350	19	425	23
	Integrated Mathematics 2	258	20	300	18	350	17	418	20
	Integrated Mathematics 3	252	22	300	21	350	20	428	24
Science	5	268	16	300	15	350	17	410	22
	8	253	23	300	23	350	24	403	27
	10	269	16	300	15	350	16	399	19
	Biology	276	15	300	13	350	14	394	17
	Chemistry	276	13	300	13	350	14	394	18
	Earth Science	277	14	300	14	350	14	393	17
	Physics	276	14	300	14	350	14	393	16
History–Social Science	8	271	16	300	15	350	16	396	19
	11	270	18	300	18	350	18	401	22
	World History	275	17	300	18	350	18	400	22

Note: CSEMs for Integrated/Coordinated Science are not included.

Scale Score CSEM for the 2010 California Modified Assessment

Content Area	Test Name	Below Basic		Basic		Proficient		Advanced	
		Min SS	CSEM	Min SS	CSEM	Min SS	CSEM	Min SS	CSEM
English– Language Arts	3	228	22	300	22	350	24	397	28
	4	241	28	300	27	350	28	407	32
	5	219	28	300	26	350	27	400	30
	6	221	35	300	34	350	36	405	38
	* 7	228	28	300	28	350	29	409	33
* Including writing prompt									
Mathematics	3	229	22	300	21	350	23	423	31
	4	219	34	300	32	350	33	430	38
	5	226	28	300	26	350	27	422	32
	6	230	36	300	35	350	36	428	40
	7	237	46	300	45	350	45	443	48
Science	5	243	24	300	22	350	23	401	26
	8	264	26	300	25	350	26	406	28

Scale Score CSEM for the 2010 Standards-based Tests in Spanish

Content Area	Test Name	Below Basic		Basic		Proficient		Advanced	
		Min SS	CSEM	Min SS	CSEM	Min SS	CSEM	Min SS	CSEM
Reading/ Language Arts	2	242	14	300	13	350	14	386	17
	3	251	15	300	14	350	15	393	17
	4	256	14	300	13	350	14	387	16
	5	271	17	300	16	350	16	401	18
	6	260	18	300	17	350	17	401	19
	7	256	16	300	15	350	16	399	18
Mathematics	2	217	19	300	17	350	18	417	23
	3	229	18	300	16	350	17	421	21
	4	243	19	300	17	350	18	420	22
	5	245	26	300	25	350	24	416	26
	6	251	24	300	22	350	22	403	23
	7	257	24	300	22	350	21	415	23

Appendix D: Parent/Guardian or School District Request for Verification of 2010 Test Score

Parents/guardians or district STAR coordinators may question 2010 CST, CMA, or STS scores for individual students. The directions in this appendix and the online request form may be used to request the rescoring of the tests. The fee for hand-scoring one or more content areas of a multiple-choice test is \$52. The fee for rescoring a writing test is \$90.

The district STAR coordinator is responsible for submitting a request. If the request is being made by a parent/guardian, it should be made through the district STAR coordinator. The requestor will be instructed on how to submit payment, either by credit card, certified check, money order, or school district purchase order. The fee(s) will be fully refunded if the test score is adjusted as a result of the hand-scoring. However, the fee(s) will not be refunded if there is no adjustment to the student's score or if the adjusted score is the result of scoring with a different scoring key. For example, if the mathematics test for a student in grade nine were originally scored against the key for Algebra I and subsequently scored against the key for Algebra II, the fee would not be refunded. **Requests must be received by October 8, 2010. Rescoring results will be sent in November 2010.**

The process for requesting a hand-scored verification of a 2010 test score is as follows:

1. The STAR test site coordinator or a school administrator completes an online request form available at <http://www.startest.org/handscore.html>.
 - a. For the CST and CMA writing tests for grade seven, requests for rescoring will be accepted only if the student's overall English-language arts (ELA) score is currently "basic" (300 through 349 for both the CSTs and the CMA) and if a writing score adjustment could potentially result in an overall ELA score of "proficient." Writing tests will not be rescored if the student's current score does not meet these criteria.

The STAR test site coordinator or a school administrator is responsible for verifying these criteria. Use the following tables to determine whether an increase in the student's writing score might adjust the overall CST or CMA for ELA score to "proficient." **Please keep in mind that a numerical increase in the raw score will translate into a larger-than-two-point increase in the scale score for the CSTs.** For example, a student in grade seven taking the CST must have an ELA scale score of at least 345 with an expected increase of two points in the writing score to have a possible score adjustment from "basic" to "proficient."

CST	Minimum scale score change for basic to proficient		
CST for ELA (Grade 7) Scale Score	346	339	332
Minimum increase required in the writing score to change the ELA score to proficient	+2	+4	+6

CMA	Minimum scale score change for basic to proficient		
CMA for ELA (Grade 7) Scale Score	345	337	329
Minimum increase required in the writing score to change the ELA score to proficient	+1	+2	+3

2. If a parent/guardian requests a score verification, she or he is responsible for:
 - a. Ensuring that a school administrator completes the online request form.
 - b. Paying all fee(s) associated with having the student's score verified. The fee(s) will be refunded only if a score is adjusted—that is, a different score is produced—after using the same scoring key that was used for original scoring.

District STAR coordinators will serve as the primary contact for parents/guardians, forwarding questions to ETS as appropriate.

3. If a district STAR coordinator requests a score verification, she or he is responsible for:
 - a. Completing the online request form.
 - b. Paying all fee(s) associated with having the student's score verified. The fee(s) will be refunded only if a score is adjusted—that is, a different score is produced—after using the same scoring key that was used for original scoring.

ETS will send score verification results in November 2010. For requests originating with a parent/guardian, one copy of the results will be sent to the parent/guardian and one copy sent to the district STAR coordinator. For requests originating with a district STAR coordinator, two copies of results will be sent to the requesting district STAR coordinator.

Request score verifications at <http://www.startest.org/handscore.html>.

Appendix E: Request to Correct 2010 STAR CST/CMA and CAPA Demographic Data

Correcting Demographic Data

During August, the California Department of Education (CDE) distributed Academic Accountability (API/AYP) Data Review Report information to school districts and gave districts access to a data review Web site. School districts opting to correct data errors for the CSTs, CMA, and CAPA are to submit a “Request to Correct 2010 STAR CST/CMA and CAPA Demographic Data” form to the ETS STAR Technical Assistance Center (STAR TAC). Use the form to indicate that the school district will be submitting information to:

- Correct student demographic data.
- Match writing tests for grade seven with multiple-choice tests.
- Correct the identification of “unknown” or mislabeled CSTs for mathematics (grades seven through eleven) or science (grades nine through eleven) and have them scored or rescored.
- Correct the identification of “unknown” or mislabeled CMA for mathematics for grade seven.

The school district may correct any of the allowed demographic data fields for a test administration. (See “Fields That May Be Corrected” on page 144.)

Please note that:

- The corrected data will be re-aggregated and re-posted on the Internet during December.
- The corrected data will be forwarded to the CDE.
- The school district may request reprints of Summary Reports, Student Record Labels, and student data on CD.
- Demographic fields that may be corrected are used for AYP and API calculations.
- STS results cannot be matched to CST/CMA results.
- STS test data are not available for correction.

Timeline

Beginning of August 2010	Forms available to request demographic data corrections
September 22, 2010	First day for school districts to enter corrections
October 8, 2010	Last day for ETS to receive “Request to Correct 2010 STAR ... Demographic Data” form
October 29, 2010	Last day for school districts to enter corrections

This is the school district’s primary opportunity to correct these data.

ETS will give Internet STAR Management System access to school districts requesting the service. Records for all administrations will be available for correction, but school districts will be charged only for the records within administration periods for which changes are made.

The following services and associated fees are for the CST/CMA and CAPA. The fees include corrections to one or more data fields. The fee per student applies to all students tested in the school district for each administration period for which corrections are being made, including students with no corrections.

CST End-of-Course Corrections

Each mathematics and science end-of-course (EOC) test has a code that identifies the course for the test. This code identifies the appropriate answer key to be used for machine scoring. If this code was incorrect or missing from answer documents, tests were either incorrectly scored or not scored at all. The school district can change the code to correctly identify the EOC mathematics or science test taken.

- The EOC tests will be rescored using the correct key.
- The school district may request reprints of Summary Reports and Student Record Labels.
- The school district may request reports of the individual students’ scale scores and performance levels.

CMA End-of-Course Corrections

The CMA EOC mathematics test, Algebra I, has a code that identifies the course for the test. This code identifies the appropriate answer key to be used for machine scoring. If this code was incorrect or missing from answer documents, tests were either incorrectly scored or not scored at all. The school district can change the code to correctly identify the EOC mathematics test taken.

- The EOC tests will be rescored using the correct key.
- The school district may request reprints of Summary Reports and Student Record Labels.
- The school district may request reports of the individual students' scale scores and performance levels.

Fields That May Be Corrected

Update rules will be included with the Demographic Data Correction File Layout for the CST/CMA and CAPA in the *Demographic Data Corrections Manual*.

The lists that follow include information about correctable and noncorrectable data in the school district's student data file. School districts also have the option of correcting fields that are not specifically listed. "Demographic fields that may be corrected" are used for AYP and API calculations.

Demographic fields that may be corrected	Demographic fields that may not be corrected
<ul style="list-style-type: none"> • SSID • County/District of Residence—County/district code for student's residence if residence is other than where student attends school/receives services • Special Testing Conditions, except for certain fields • Student's English Proficiency • English Learner Date First Enrolled in U.S. School • R-FEP students in grades five through eleven scored PRO or ADV 3 years on CST for ELA • NSLP • Primary Disability (3-digit primary disability code; 000 = no reported disability) • Hispanic or Latino? • Ethnicity/Race • Parent Education Level • Attends Nonpublic, Nonsectarian School • Modifications Used • Adult Testing Irregularities • Inappropriate Test Preparation • CBEDS Enrollment—District • CBEDS Enrollment—School • Mathematics CST Test Taken • Mathematics CMA Test Taken • EOC Science CST Taken • CAPA Level • Braille 	<ul style="list-style-type: none"> • County/District/School Code • District Name • School Name • School Code • Grade Level of Test Taken (enrollment grade may be changed)

Fees

- **\$630 setup fee** for correcting CST/CMA and/or CAPA data.
- **\$.16 per student** for every student record with or without corrections in the administration period(s) for which corrections are made. A student record is any student data associated with a CST/CMA or CAPA test taken or with student data associated with an unmatched grade three CMA test taken.

The school district can order reports to be reprinted with the corrected data. Order the reports by test administration. The per-student fee is charged for CST/CMA and CAPA students tested within the administration.

Report	Fee per Student
Student Reports (CST, CMA, CAPA) (paper) *	\$1.50
Student Reports (CST, CMA, CAPA) (PDFs on DVD-ROM) *	\$0.25
Student Record Label *	\$0.80
Student Master List *	\$0.60
Student Master List Summary, School level	\$0.60
Student Master List Summary, District level	\$0.60
Student Master List Summary: End-of-Course CST Results (mathematics, science, and history–social science), District level	\$0.60
Student Master List Summary: End-of-Course CMA Results (mathematics), School level	\$0.60
Student Master List Summary: End-of-Course CMA Results (mathematics), District level	\$0.60
Subgroup Summary, including Ethnicity for Economic Status for CST, CMA, and CAPA	\$0.85
Student Data File on CD-ROM	\$0.32

* Order these reports only if the district STAR coordinator will forward the reports to the schools where the students were tested. Do not order them for school district office use. Reports cannot be ordered for individual students.

Corrections Procedure

1. Complete and mail the appropriate “Request to Correct 2010 STAR ... Demographic Data” to the ETS STAR Technical Assistance Center (STAR TAC) by October 7, 2010, using the address provided on the form.
or
Fax the request to STAR TAC by October 8, 2010, using the number provided on the form.
2. When the school district’s file is available for corrections, a STAR TAC representative will contact the district STAR coordinator with a username and password to access the STAR Management System Demographic Data Corrections module.
3. After receiving the username and password, log into the STAR Management System (visit <http://www.startest.org/> and select the **STAR Mgmt Syst** button on the left navigation bar, and then select the appropriate link in the “STAR Management System” section) to correct individual student records online or to download and correct the entire file.

IMPORTANT

If downloading and correcting the entire file, use text file (.txt) format only. Do not edit data in Microsoft Excel or any other application that could potentially reformat the data. Be sure to upload the entire corrected text file (.txt), including the header and trailer records. Do not change the sequence of any of the records in the file.



Request to Correct 2010 STAR CST/CMA and CAPA Demographic Data Form

County code: _____

District code: _____

District name: _____

Purchase order #: _____ Administration period(s): _____

A purchase order is required before corrections can be processed. Submit the purchase order with this form.

☐ Make CST/CMA and CAPA corrections via Internet (\$630 set-up fee + \$.16 per student record for all students within each administration period for which any records are being corrected)

☐ Reprint CST/CMA reports for the administration period _____

# Students		Costs	Total Cost
	Set-up fee and per student costs for correcting CST/CMA and CAPA data files	\$630 plus \$.16 per student per admin	
# Students	Report Name Use this section to order reports for demographic corrections only.	Price per Student	Total Cost (# Students x Price per Student)
	STAR Student Reports (CST, CMA, CAPA) (paper)	1.50	
	STAR Student Reports (PDFs on DVD-ROM)	.25	
	Student Record Label	.80	
	Student Master List	.60	
	Student Master List Summary, School level	.60	
	Student Master List Summary, District level	.60	
	Student Master List Summary: End-of-Course CST Results (mathematics, science, history–social science), School level	.60	
	Student Master List Summary: End-of-Course CST Results (mathematics, science, history–social science), District level	.60	
	Student Master List Summary: End-of-Course CMA Results (mathematics), School level	.60	
	Student Master List Summary: End-of-Course CMA Results (mathematics), District level	.60	
	Subgroup Summary, including Ethnicity for Economic Status for CST, CMA, and CAPA	.85	
	Student Data File CD-ROM	.32	
Total Cost for Order			

District STAR Coordinator (Print name) _____

District STAR Coordinator (Signature) _____

Date _____

District Superintendent (Print name) _____

District Superintendent (Signature) _____

Date _____



Fax the form by October 8, 2010, to:
800-541-8455

OR Mail the form by October 7, 2010, to:
Attn.: Data Corrections
ETS STAR Technical Assistance Center
2731 Systron Drive
Concord, CA 94518

Appendix F: California Reading List Number

Using the California Reading List Web Site

Individual CST reports such as the STAR Student Report show a recommended reading list number from 1 to 13+ that can be used to obtain a list of books for the student to read independently.

<h3>California Reading List (CRL)</h3> <p>Your child's recommended California Reading List Number is 11.</p> <p>This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read - encourage your child to explore other reading list numbers to find books of interest.</p> <p>To access the California Reading List:</p> <ul style="list-style-type: none"> • Visit http://star.cde.ca.gov and click on California Reading List • Click Search for a Reading List to find books for your child 	<h3>More about the STAR Program</h3> <p>Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at www.cde.ca.gov/ta/tg/sr/.</p>
---	---

The California Reading List (CRL) number is based on the student's score for the CST for ELA. A CRL is not calculated for students who take the CMA for ELA.

CRL numbers are limited by the difficulty level of the test as well as by the student's score on the test. CRL numbers are not a reading grade level. To look up a CRL for a student:

1. Go to the California Reading List page at <http://www.cde.ca.gov/ta/tg/sr/readinglist.asp>.
2. Read the introductory information about the CRL.
3. Select the link [Search for a reading list](#), to open the California Reading List Search Web page.

California Department of Education > Reading List Web Site

California Reading List Search


Select a **Grade Level** and a **Reading List Number** in the form below and click on the **Find It** image to search for books that match your criteria. If you would like to further refine your search, enter words or phrases in the **Keywords** field.

To print the **Search Results**, use **Printer Friendly Print** button displayed on the screen.

Grade Level:




Reading List #:

Keywords:




4. Select the down arrow for the *Grade Level* dropdown list to choose the student's grade.
5. Select the down arrow for the *Reading List #* dropdown list, and then select the CRL number from the student's STAR Student Report.
6. Enter a keyword to limit the search to certain titles or authors or skip the *Keywords* field.
7. Select the **Find It!** button. The California Reading List Search Results Web page displays the search results.

Note: "NP" is printed in the *Reading List #* column for books that include nonstandard prose. These are books of poems, plays, and songs or books with incorrect or no punctuation.

California Department of Education > Reading List Web Site			
California Reading List			
Search Results			
Search for: Grade Level: Middle School (6-8); Reading List Number: 10; Keywords:			
Title Matching: 91			
Search again?			
Title	Author	Reading List #	Grade Level
 Across the Lines	Reeder, Carolyn	10	Middle School (6-8)
 Adam of the Road	Gray, Elizabeth Janet	10	Middle School (6-8)
 African American Family Album, The	Hoobler, Thomas; Hoobler, Dorothy	10	Middle School (6-8)

8. For more information about a specific book—for example, *Across the Lines*—select the book's title, which is a hypertext link. The Book Summary Web page will open.

California Department of Education > Reading List Web Site	
California Reading List	
Book Summary	
 BOOK	Reading List #: 10
Title: Across the Lines	
Author: Reeder, Carolyn	
Availability: <input checked="" type="checkbox"/> Library <input checked="" type="checkbox"/> Purchase	
Grade Level: Middle School (6-8)	
Summary: A year in the lives of two boys, one slave and one free, is recounted in this historical fiction selection about the Civil War. The action of the story takes place in Virginia, but both northern and southern viewpoints are presented. Readers see the impact most directly on Edward, a wealthy Southern boy, and his family and relatives. Connections to eighth-grade history/social science are present.	
Type of Book: Historical Fiction; History/Social Science	
Search again?	

This page includes the following additional information about the book:

- **Availability:** In the sample above, the book is available at both the library and bookstores. Books marked *Library* but not *Purchase* are those that may be out of print and are generally not available at bookstores. A book marked *Purchase* is available at bookstores and/or Web sites that sell books as well as at the library.
- **Summary:** A brief summary of the book.
- **Type of Book:** The type of reading material, such as nonfiction, fiction, fantasy, or poetry. A school subject will also appear for books that relate directly to such subjects as history–social science, science, and English–language arts/writing.

Appendix G: Glossary of Statistical Terms

Note: These terms are for use in this guide alone and cannot be used across all guides and/or manuals.

average percent correct

The sum of actual correct items by all students—*raw* scores—in the group who have a valid score, divided by the total number of items in the group of questions being analyzed (which is the total number of items in the cluster or test, divided by the number of students who have a valid score); then multiplied by 100 and rounded to the nearest whole number. Also written:

$$[(\Sigma \text{ Raw scores} / \# \text{ of students in the group}) / \text{Number of questions on the test}] * 100, \text{ rounded to nearest whole number}$$

mean scale score

The average of the valid scale scores for the group of students is the sum of the scale scores divided by the number of students with scale scores.

$$(\Sigma \text{ scale scores} / \text{Number of students with scale scores})$$

For the CSTs, the scale score is a value from 150 to 600 with 350 as the lowest score for the proficient performance level. For the CMA, the scale score is a value from 150 to 600 with 350 as the lowest score for the proficient performance level. For the CAPA, the scale score is a value from 15 to 60 with 35 as the lowest score for the proficient performance level. For the STS, the scale score is a value from 150 to 600 with 350 as the lowest score for the proficient performance level.

percent correct

Percent correct is equal to the raw score divided by the number of questions in the given content area or reporting cluster.

performance levels

Performance on the CSTs, the grade-level CMA in grades three through eight (grade-level ELA and mathematics, and science for grades five and eight), the CAPA, and the grade-level STS for RLA and mathematics in grades two through seven is measured at one of five levels: advanced, proficient, basic, below basic, or far below basic, with proficient marking the state's target performance level for all students.

Performance levels are derived from the scale score for a student.

Performance levels are:

ADV = Advanced

BB = Below basic

PRO = Proficient

FBB = Far below basic

B = Basic

raw score

Raw scores identify the number of questions answered correctly on a test or subtest. Raw scores do not take into account differences in the difficulties of different test forms. Therefore, raw scores should not be used to compare student performance on different administrations of the same exam.

scale score

A mathematical transformation of a raw score. Scale scores take into account difficulty, whereas percent-correct scores do not. A scale score allows different test administrations to be compared directly.

Notes:

- A scale score is derived from a statistical process. It is not possible to calculate a scale score by multiplying a student's percent correct in a content area by 600.
- Scale scores should not be used to compare a student's score in different subjects.
- Scale scores for the CSTs, CMA, and STS range from 150 to 600. The lowest scores for basic and proficient are always 300 and 350, respectively. Lowest scores for below basic and advanced vary by content area and grade.
- CAPA scale scores range from 15 to 60. The lowest scores for basic and proficient are 30 and 35 respectively.

standard deviation (SD)

Standard deviation is a measure of variance in the scores. About 68 percent of all scores will be within plus or minus one standard deviation from the mean. About 95 percent of the scores will be within plus or minus two standard deviations from the mean.

Notes
