2012
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**

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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
EC	*Education Code*
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 2012

Table I.1 What's New in 2012

Change	Affected Report(s)
Reported Test Results	
California Modified Assessment (CMA) performance levels—advanced, proficient, basic, below basic, and far below basic—are now also reported for students in grades ten and eleven who took the grade-level CMA for English–Language Arts (ELA) and for students in grades eight through eleven who took the CMA for Geometry.	**– STAR Student Report for CMA** **– STAR Student Record Label** **– Subgroup Summary reports** **– All grade-level reports on which results for grades ten and eleven ELA and the EOC CMA for Geometry are presented, 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 2012 STAR Test Results link and then the Program Background link under the "More About STAR" section at the middle of the page.

Overview

The STAR Program 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]
- Algebra I
- Geometry
- Algebra II
- Integrated Mathematics 1
- Integrated Mathematics 2
- Integrated Mathematics 3
- Summative High School Mathematics
- World History
- Biology
- Chemistry
- Earth Science
- Physics
- Integrated/Coordinated Science 1
- Integrated/Coordinated Science 2
- Integrated/Coordinated Science 3
- Integrated/Coordinated Science 4

[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 as one of the sources 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 an assessment for students in grades three through eleven who have an individualized education program (IEP); are receiving grade-level instruction; and whose 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 are to allow students with disabilities greater access to an assessment that helps measure their achievement with respect to California's content standards and to provide information about how well schools and school districts are meeting state and federal accountability requirements regarding ELA, mathematics, and science.

In 2012, grade-level CMA were administered to students in grades three through eleven in ELA, grades three through seven in mathematics, and grades five, eight, and ten in science. The end-of-course (EOC) CMA for Algebra I was administered to students in grades seven through eleven; the EOC CMA for Geometry was administered to students in grades eight through eleven. Students may take the CMA in one or more content areas instead of the CSTs. CMA results are used in API calculations for ELA in grades three through eleven, mathematics in grades three through eleven (Algebra I for grades seven through eleven, and Geometry for grades eight through eleven), and science in grades five, eight and ten. CMA results are used in AYP calculations for ELA in grades three through eight, mathematics in grades three through seven, and Algebra I.

The CAPA is an individually administered performance assessment for students in grades two through eleven who have significant cognitive disabilities and who are unable to take either the CSTs even with accommodations or modifications or the CMA with accommodations. 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. In 2012, the CAPA was administered in ELA and mathematics for students in grades two through eleven and science in grades five, eight, and ten.

The STS permits Spanish-speaking English learners to demonstrate their achievement with respect to California's content standards in reading/language arts (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 2012, the STS were administered for RLA in grades two through eleven, grade-level mathematics in grades two through seven, EOC Algebra I in grades seven through eleven, and EOC Geometry in grades eight through eleven.

Types of Reports

There are three types of STAR reports, as follows:

1. Summary Reports	▪ 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	▪ 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	▪ 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, forwards the reports to each student's parent or guardian and forwards a copy to the student's school or test site. Descriptions of reports appear on pages 16 through 105.

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.

Table I.2 Reporting Matrix

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

A Note About Accommodations and Modifications

The "Allowable Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments" are linked on the California Department of Education (CDE) Student Testing Web page at http://www.cde.ca.gov/ta/tg/sa/. Matrix 1 includes variations, accommodations, and modifications for the CSTs and the STS and accommodations and variations for the CMA.

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

Modifications are also 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 that were entered during Pre-ID or Extended Pre-ID Data Corrections or marked by hand and used to match student records are as follows:

- Statewide Student Identifier (SSID)
- Name (last, first)
- Birth date
- Gender
- School district
- School

Students whose data were not matched for reporting will receive two separate 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 four or 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 **only** 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 grades four and 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.

Details about equating and scaling for the STAR Program tests are described in each of the following technical reports:

- CST–*California Standards Tests Technical Report*
- CMA—*California Modified Assessment Technical Report*
- CAPA— *California Alternate Performance Assessment Technical Report*
- STS—*Standards-based Tests in Spanish Technical Report*

The CST, CMA, and CAPA technical reports also include raw-score-to-scale-score conversions for the testing year. The STS technical report includes raw-score-to-scale-score conversions for the testing year for the grade-level RLA and mathematics tests in grades two through seven only. Results for RLA in grades eight through eleven and Algebra I (grades seven through eleven) and Geometry (grades eight through eleven) are presented as percent-correct scores.

The CMA for ELA (Grades 10 and 11) and EOC CMA for Geometry tests are equated for the first time in 2012. The STS for RLA for grades eight through eleven and the EOC STS for Algebra I and Geometry tests will be equated starting in 2013.

The technical reports for all STAR tests are linked on the CDE Technical Reports and Studies Web page 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. Student performance levels are assigned on the basis of scale scores for all CST, CMA, and CAPA tests and for the STS in grades two through seven for grade-level RLA and mathematics.

Performance levels and scale scores are available for the first time in 2012 for the CMA for ELA (Grades 10 and 11) and EOC CMA for Geometry. For the STS for RLA in grades eight through eleven and EOC STS for Algebra I (grades seven through eleven) and Geometry (grades eight through eleven), performance levels and scale scores will be available starting in 2013.

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.

Scale Score Ranges

The scale score ranges for the performance levels are found in Appendix B. For the CSTs, these ranges are presented starting on page 124. Those for the CMA are presented on page 126. The ranges for the CAPA are presented on page 127. Finally, the scale score ranges for the STS in grades two through seven for grade-level RLA and mathematics are presented on page 127.

The range of possible scale scores for the CSTs, CMA, and STS is from 150 to 600 for each grade and subject. The scale of 150–600 was selected before the first tests were scaled. When the tests were administered and scored for the first time after the performance standards were set, the number-correct scores were associated with scale scores. CST and CMA scores for the ELA tests in grades four and seven include results for the writing component.

The range of possible scale scores for the CAPA is 15 to 60 for each grade and each level in all tests administered.

Scale scores for 2012 may be compared to 2011 scale scores for the **same content area and grade level if the test had received scale scores in the year being compared.** This allows users to say that performance for a given content area and grade was higher or lower in 2012 compared with 2011. However, scale scores for the same content area may not be compared *across* grades because scale scores are not vertically scaled, or scaled across grades. Scale scores for the CAPA should not be compared across grades or CAPA levels. Scale scores may not be compared across tests, because the scale scores for the CSTs do not mean the same thing as the scale scores for the CMA, for example.

Performance Levels

STAR 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 content areas and grades for the CSTs and CMA, and for the STS in grades two through seven for grade-level RLA and mathematics, 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. For the CAPA, basic is set at 30 and proficient is set at 35.

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, CMA, and STS 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 in grades eight through eleven RLA and EOC Algebra I and Geometry, only information on percent correct or average percent correct is reported for each reporting cluster for these tests in 2012.

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 109; CMA cluster data start on page 117; STS cluster data start on page 120. 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 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 2011 and Figure I.2 for 2012, 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.

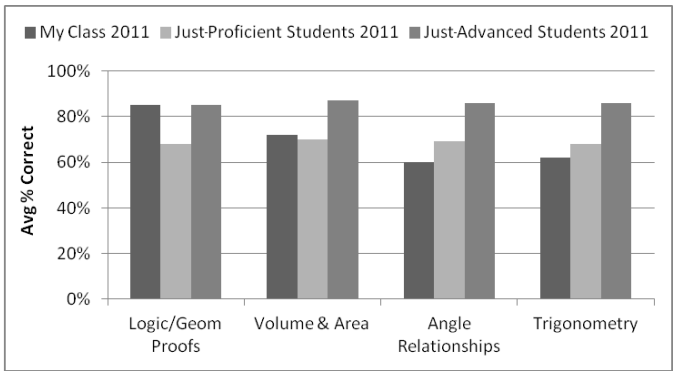


Figure I.1 Sample Average Percent-Correct Cluster Score, 2011

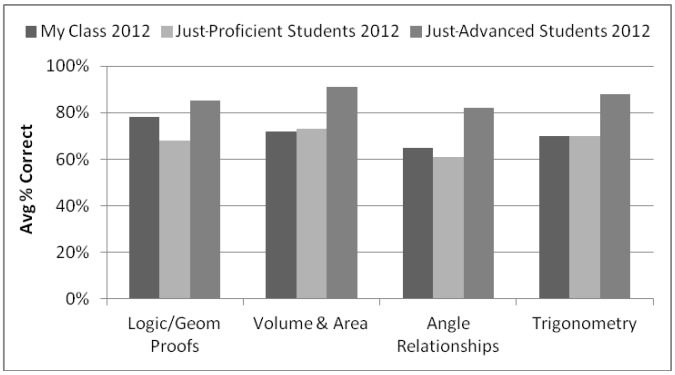


Figure I.2 Sample Average Percent-Correct Cluster Score, 2012

Compared to the performance of students scoring just-proficient or just-advanced statewide in 2012, My Class 2012 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 2012 performed less well than did just-advanced students statewide.

Compared to the students who took the CST for Geometry in 2011, the 2012 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 2012 and 2011 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 2011, My Class average percent correct fell below the statewide average of just-proficient students on Angle Relationships. However, in 2012, My Class average percent correct fell above the statewide average of just-proficient students. This suggests that My Class has made much progress in 2012 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 2011 and 2012. However, in 2011, My Class performed slightly better than the statewide just-proficient students in that grade, while in 2012, My Class performed less well than the statewide just-proficient students. This indicates that progress has not been made from 2011 to 2012 on the cluster for Volume & Area.

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, 10 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 64.

STS Content Area Percent Correct

Performance levels are not reported in 2012 for the STS in grades eight through eleven RLA and EOC Algebra I and Geometry. Therefore, only information on percent correct or average percent correct is reported for each reporting cluster for these tests in 2012.

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 2011 to grade three ELA in 2012 or grade six mathematics in 2011 to grade six mathematics in 2012. 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. Finally, comparisons should only be made after performance standards have been set and performance levels have been available for at least one prior administration. The matrix in Table I.3, below, shows which STAR administration results may be reasonably compared with this year's results.

Table I.3 Years Available for Comparison to 2012 Results Matrix

Test Name	Years Available for Comparison				
	2008 and prior	2009	2010	2011	N/A *
CST					
All	✓	✓	✓	✓	
CMA					
ELA, grades three through five		✓	✓	✓	
ELA, grades six through eight			✓	✓	
ELA, grade nine				✓	
ELA, grades ten and eleven					✓
Mathematics, grades three through five		✓	✓	✓	
Mathematics, grades six and seven			✓	✓	
Mathematics, EOC Algebra I				✓	
Mathematics, EOC Geometry					✓
Science, grade five		✓	✓	✓	
Science, grade eight			✓	✓	
Science, grade ten				✓	
CAPA					
All		✓	✓	✓	
STS					
RLA, grades two through four		✓	✓	✓	
RLA, grades five through seven			✓	✓	
RLA, grades eight through eleven					✓
Mathematics, grades two through four		✓	✓	✓	
Mathematics, grades five through seven			✓	✓	
Mathematics, EOC Algebra I and Geometry					✓

* Either performance levels are available for the first time in 2012 or there are no performance levels available in 2012.

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. This is because the state target is for all students to score at or above proficient. The CST Summary Report, which can be found on the STAR Internet

reports, provides this information for the selected county/district/school and reporting population. Information about this report can be found on page 97.

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

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.

An example of how *group-level* scale scores for 2012 may be compared to the 2011 scale scores for the same content area and grade is shown in Table I.4, below. In this table, hypothetical average CST scale scores (SS) for ELA are compared between 2011 and 2012 for the students in a particular school. Compared with average scale scores in 2011, these data indicate slightly higher scores in 2012 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 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.4 Hypothetical example of using the CSTs to measure growth by comparing average scale scores

	2011 CST for ELA		2012 CST for ELA		
Grade	*No. of Students*	*Mean SS*	*No. of Students*	*Mean SS*	*Difference*
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.5 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 2012 and 2011 across grades for the same school. Comparisons between 2012 and 2011 in Table I.5 indicate the same trends as indicated by Table I.4: 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.5 also provides a comparison of overall results for the entire school. Because "proficient or above" in ELA is a standards-based classification, 2012 and 2011 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 2011, but grades two and three carry more weight in the calculations for 2012.

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

	2011 CST for ELA		2012 CST for ELA		
Grade	*No. of Students*	*% Prof or Above*	*No. of Students*	*% Prof or Above*	*Difference*
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 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 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.

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.

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 128; for the CMA, on page 129; and for the STS in grades two through seven for grade-level RLA and mathematics, on page 129. 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.

Comparing Results with Percent-Correct Scores

When comparing results for 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, grade, and year; that is, grade ten RLA compared to grade ten RLA within the same year. No direct comparisons should be made between grades or between content areas, or across the years.

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

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, subject, and year between schools or between a school and its district, its county, or the state.

Performance levels and scale scores will be available for the remaining STS starting in 2013. Once these data have become available and these tests have been administered over a few years, results could be compared in the same ways using the same methodologies that are used to compare the CSTs.

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.

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 2008 and the years prior. 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 IEP; are receiving grade-level instruction; and whose 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 California content standards for ELA, mathematics, and science.

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

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

Table II.1 2012 STAR CST/CMA, CAPA, and STS Printed Reports

2012 STAR CST/CMA, CAPA, and STS Printed Reports	
Description	**Use and Distribution**
Student Master List Summary (CST, CMA, CAPA, and STS)	
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 *not* include any individual student information. ***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. For each CST[1], CMA[2], CAPA[3] grade and level, and STS[4], the following data are summarized: • By content area tested: – Number of students enrolled – Number and percent of students tested – Number and percent of valid scores	This report is a resource for evaluators, researchers, teachers, parents/guardians, community members, and administrators. One copy is packaged for the school and one for the school district. This report is also produced for school districts, counties, and the state. ***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. It is recommended that summary reports be retained for at least five years.

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 eleven), 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. Performance levels are not comparable across tests.

2012 STAR CST/CMA, CAPA, and STS Printed Reports	
Description	**Use and Distribution**
– Number tested with scores – Mean percent correct (except for the CAPA) For each content area where performance levels are available (all CSTs and the CMA; the CAPA; and the STS in grades two through seven for grade-level RLA and mathematics: • Mean scale score • Scale score standard deviation • Number and percent of students scoring at each performance level[5] For the CSTs, CMA, and STS only: • The number of items for each reporting cluster and the mean percent correct • For the CSTs and CMA for grades four and seven, the percent of students achieving each Writing Application score	
Student Master List Summary—End-of-Course (CST, CMA, and STS)	
This report summarizes Student Master List information for EOC CSTs for mathematics, science, and history–social science, the EOC CMA for Algebra I and Geometry, and the EOC STS for Algebra I and Geometry across grades seven through eleven at the school, district, county, and state levels. It does *not* include any individual student information. It does *not* include information on the CAPA. At grades seven through eleven, CSTs for end-of-course mathematics are given in the following content areas: – Algebra I (grades seven through eleven) – General Mathematics (grades eight and nine) – Geometry (grades eight through eleven) – Algebra II (grades eight through eleven) – Integrated Mathematics 1, 2, and 3 (grades eight through eleven) – Summative High School Mathematics (grades nine through eleven)	This report is a resource for evaluators, researchers, teachers, parents/guardians, community members, and administrators. One copy is packaged for the school and one for the school district. This report is also produced for school districts, counties, and the state. ***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. It is recommended that summary reports be retained for at least five years.

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 eleven), 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. Performance levels are not comparable across tests.

2012 STAR CST/CMA, CAPA, and STS Printed Reports	
Description	**Use and Distribution**
At grades nine through eleven, CSTs for end-of-course science are offered in the following content areas: – Biology – Chemistry – Physics – Earth Science – Integrated/Coordinated Science 1, 2, 3, and 4 Students in grades nine through eleven may also take the EOC CST for World History. The following data are summarized for each CST, CMA, and STS EOC test being reported: • By content area tested: – Number of students enrolled – Number and percent of students tested – Number and percent of valid scores – Number tested with scores – Mean percent correct • For each reporting cluster: – Number of items – Mean percent correct The following data are also summarized for each CST and CMA EOC test being reported: • By content area tested: – Mean scale score – Scale score standard deviation – Number and percent of students scoring at each performance level[5]	

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 eleven), 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. Performance levels are not comparable across tests.

2012 STAR CST/CMA, CAPA, and STS Printed Reports	
Description	**Use and Distribution**
Subgroup Summary	
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: • All students • Disability status (Disabilities among CAPA students include specific disabilities.) • Economic status • Gender • English proficiency • Primary ethnicity 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. For each subgroup within a report and for the total number of students, the following data are included: • 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 (all), CAPA (all), and STS (grades two through seven for grade-level RLA and mathematics) • Standard deviation of scale score for the CSTs (all), CMA (all), CAPA (all), and STS (grades two through seven for grade-level RLA and mathematics) • Number and percent of students scoring at each performance level[5] for the CSTs (all), CMA (all), CAPA (all), and STS (grades two through seven for grade-level RLA and mathematics) • Percent correct for each content area for the STS for RLA in grades eight through eleven and EOC Algebra I and Geometry	This report is a resource for evaluators, researchers, teachers, parents/guardians, community members, and administrators. One copy is packaged for the school and one for the school district. This report is also produced for school districts, counties, and the state. ***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. It is recommended that summary reports be retained for at least five years.

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 eleven), 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. Performance levels are not comparable across tests.

2012 STAR CST/CMA, CAPA, and STS Printed Reports	
Description	**Use and Distribution**
Subgroup Summary—Ethnicity for Economic Status	
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 the most educated parent of the student, as indicated in the answer document or Pre-ID, has not received a high school diploma *or* the student is eligible to participate in the free or reduced-price lunch program also known as the National School Lunch Program (NSLP). 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. Information for the CSTs, CMA, 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: • 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 level[5]	This report is a resource for evaluators, researchers, teachers, parents/guardians, community members, and administrators. One copy is packaged for the school and one for the school district. This report is also produced for school districts, counties, and the state. ***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. It is recommended that summary reports be retained for at least five years.

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 eleven), 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. Performance levels are not comparable across tests.

2012 STAR CST/CMA, CAPA, and STS Printed Reports	
Description	**Use and Distribution**
Student Record Label	
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 *EC* Section 60607[a]). For the CSTs[1]: • Scale scores • Performance levels[5] • California Reading List (CRL) Number For the CMA[2] (all), CAPA[3] (all), and STS[4] (grades two through seven for grade-level RLA and mathematics): • Scale scores • Performance levels[5] For the STS for RLA in grades eight through eleven and EOC Algebra I and Geometry: • Percent correct	This report includes individual student results and is not distributed beyond the student's school. 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. "Schools are responsible for affixing cumulative record labels reporting each pupil's scores to the pupil's permanent school records or for entering the scores into electronic pupil records, and for forwarding the results to schools to which pupils matriculate or transfer." (*California Code of Regulations, Title 5*, Education Section 863 [c])
Student Master List	
This report is an alphabetical roster that presents individual student results on the CSTs, CMA, CAPA, and STS. For the CSTs[1]: • Percent correct for each reporting cluster within each content area tested • A scale score and a performance level[5] for each content area tested • Writing score (CSTs in grades four and seven) • California Reading List number For the CMA[2]: • Percent correct for each reporting cluster within each content area tested • A scale score and a performance level[5] for each content area tested • Writing score (CMA in grades four and seven)	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. Because this report includes individual student results, it is not distributed beyond the student's school. It is recommended that Student Master List reports be retained until the grade level exits the school.

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 eleven), 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. Performance levels are not comparable across tests.

2012 STAR CST/CMA, CAPA, and STS Printed Reports	
Description	**Use and Distribution**
For the STS[4] (grades two through seven for grade-level RLA and mathematics): • Percent correct for each reporting cluster within each content area tested • A scale score and a performance level[5] for each content area tested For the CAPA: • A scale score and a performance level[5] for each content area[3] tested For the STS for RLA in grades eight through eleven and EOC Algebra I and Geometry: • 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.	
This report provides parents/guardians and teachers with the student's results, presented in tables and graphs. Data presented include the following: • Scale scores • Performance levels[5] • 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 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. A student who took both CST and CMA tests will receive two Student Reports.	This report includes individual student results and is not distributed beyond parents/guardians and the student's school. 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. For mailing, use a #10 left-hand window envelope. Fold the report in thirds so the address, if printed, will appear in the window.

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 eleven), 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. Performance levels are not comparable across tests.

2012 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.	
This report provides parents/guardians and teachers with the student's results, presented in tables and graphs. Data presented include the following: • Scale scores • Performance levels[5] • 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 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. A student who took both CST and CMA tests will receive two Student Reports.	This report includes individual student results and is not distributed beyond parents/guardians and the student's school. 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. For mailing, use a #10 left-hand window envelope. Fold the report in thirds so the address, if printed, will appear in the window.
The STAR Student Report—CAPA	
This report provides parents/guardians and teachers with the student's results, presented in tables and graphs. Data presented include the following: • Scale scores • Performance levels[5] 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.	This report includes individual student results and is not distributed beyond parents/guardians and the student's school. 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. For mailing, use a #10 left-hand window envelope. Fold the report in thirds so the address, if printed, will appear in the window.

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 eleven), 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. Performance levels are not comparable across tests.

2012 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.	
This report provides parents/guardians and teachers with the student's results, presented in tables and graphs. For grades two through seven only (but not for Algebra I), data presented include the following: • Scale scores • Performance levels[5] • 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 For grades eight through eleven RLA and EOC Algebra I and Geometry, the report shows percent correct for each content area and reporting cluster (instead of performance levels) within the content area. 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. Because students who take the STS must also take the grade-level CSTs or CMA, those students will likely receive two or as many as three Student Reports.	This report includes individual student results and is not distributed beyond parents/guardians and the student's school. 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. For mailing, use a #10 left-hand window envelope. Fold the report in thirds so the address, if printed, will appear in the window.

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 eleven), 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. Performance levels are not comparable across tests.

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	Individual student 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	Individual student—two electronic files: ▪ 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. ▪ 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. The files will be stored on one or more CD-ROMs.

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

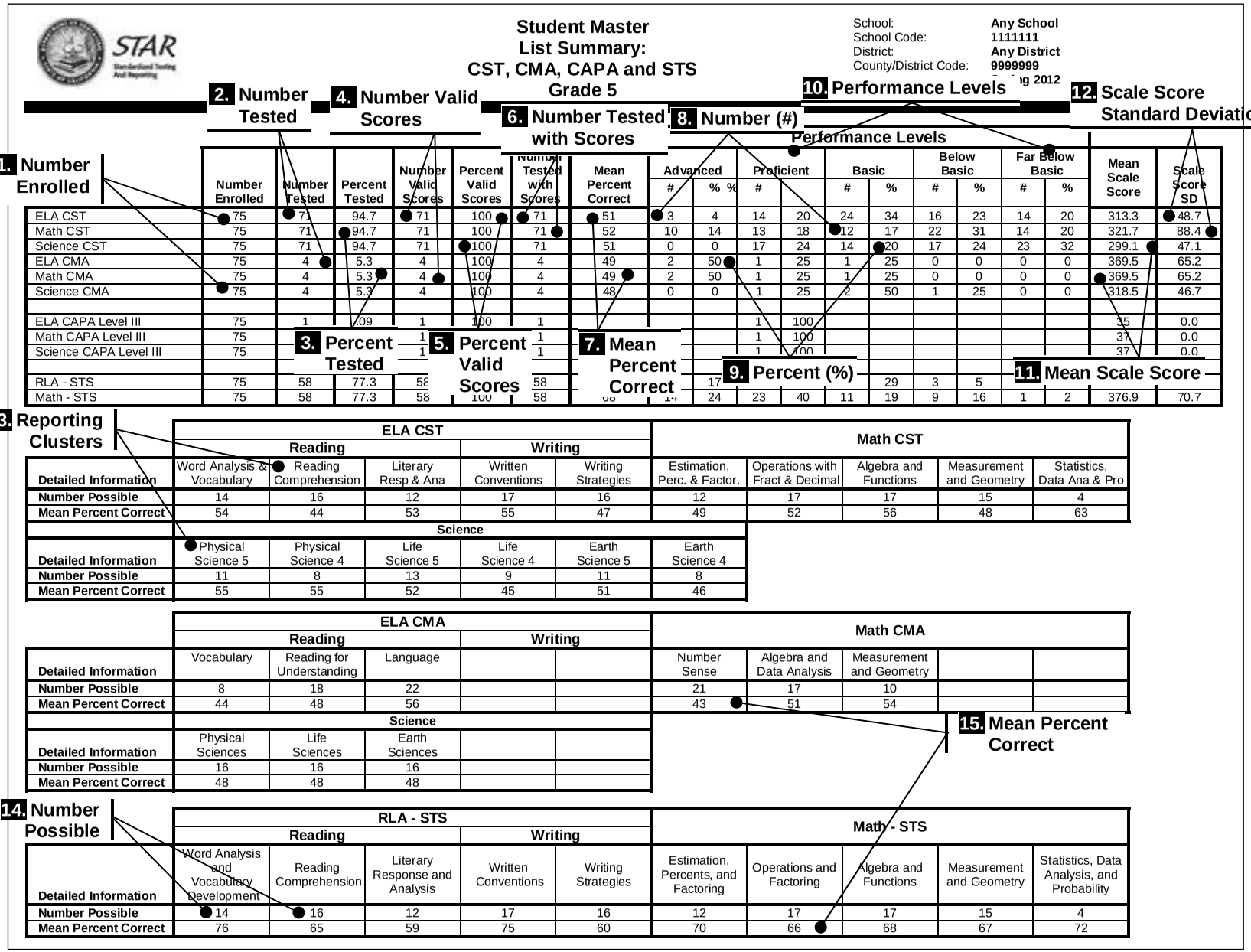
Chapter II.2 Summary Reports

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	▪ A summary of student performance on the CSTs, CMA, and STS by grade and test is provided. Scores include performance on the reporting clusters. ▪ A summary of student performance on the CAPA by grade and CAPA level is provided.

For the lists of the 2012 reporting clusters and the number of questions for each, see Appendix A. For CSTs, data start on page 109; for the CMA, data start on page 117; and for the STS, data start on page 120. There are no reporting clusters for the CAPA.

Explanation of Grade Five Student Master List Summary Sample



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

School: **Any School**
School Code: **1111111**
District: **Any District**
County/District Code: **9999999**
...g 2012

1. Number Enrolled
2. Number Tested
3. Percent Tested
4. Number Valid Scores
5. Percent Valid Scores
6. Number Tested with Scores
7. Mean Percent Correct
8. Number (#)
9. Percent (%)
10. Performance Levels
11. Mean Scale Score
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: Advanced #	Advanced %	Proficient #	Proficient %	Basic #	Basic %	Below Basic #	Below Basic %	Far Below Basic #	Far Below Basic %	Mean Scale Score	Scale Score SD
ELA CST	75	71	94.7	71	100	71	51	3	4	14	20	24	34	16	23	14	20	313.3	48.7
Math CST	75	71	94.7	71	100	71	52	10	14	13	18	12	17	22	31	14	20	321.7	88.4
Science CST	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	1.3	1	100	1				1	100							35	0.0
Math CAPA Level III	75	1	1.3	1	100	1				1	100							37	0.0
Science CAPA Level III	75	1	1.3	1	100	1				1	100							37	0.0
RLA - STS	75	58	77.3	58	100	58	58	17	29					3	5				
Math - STS	75	58	77.3	58	100	58	58	14	24	23	40	11	19	9	16	1	2	376.9	70.7

13. Reporting Clusters

	ELA CST: Reading			ELA CST: Writing		Math CST				
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: Reading			ELA CMA: Writing		Math CMA				
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		

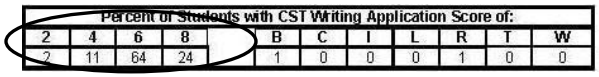
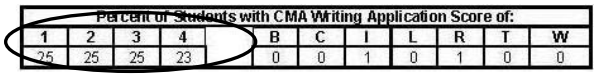
15. Mean Percent Correct

14. Number Possible

	RLA - STS: Reading			RLA - STS: Writing		Math - STS				
Detailed Information	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies	Estimation, Percents, and Factoring	Operations and Factoring	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
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

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 [(Number tested / Number enrolled) * 100, 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 the 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: • Incomplete tests • Tests taken with modifications • Students who took the STS and 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
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 [(Number valid scores / Number tested) * 100, 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: • Incomplete tests • Students who took the STS and 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
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 [{(Σ Raw scores / # of valid scores) / Total questions} * 100, 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. Does not apply to the STS for RLA in grades eight through eleven and the EOC STS for Algebra I and Geometry.
9.	**Percent (%)**	For the content area, percent of students' scores at each performance level. Does not apply to the STS for RLA in grades eight through eleven and the EOC STS for Algebra I and Geometry.
10.	**Performance Levels**	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. Does not apply to the STS for RLA in grades eight through eleven and the EOC STS for Algebra I and Geometry. ***Note:*** Scores for students tested with modifications on CST and STS tests are counted in the far below basic performance level for aggregate reporting and accountability purposes only.
11.	**Mean Scale Score**	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: **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 Does not apply to the STS for RLA in grades eight through eleven and the EOC STS for Algebra I and Geometry.
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 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. Does not apply to the STS for RLA in grades eight through eleven and the EOC STS for Algebra I and Geometry.
13.	**Reporting Clusters**	Names of reporting clusters. Does not apply to the CAPA.
14.	**Number Possible**	For the reporting cluster, number of questions. Does not apply to the CAPA.
15.	**Mean Percent Correct**	For the reporting cluster, the mean percent correct. Does not apply to the CAPA.
See the sample on page 32.	**Writing Application Percent**	*For context, see the sample on page 32.* For the grades four and seven CSTs 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: 2 4 6 8 B C I L R T W 2 11 64 24 1 0 0 0 1 0 0  Percent of Students with CMA Writing Application Score of: 1 2 3 4 B C I L R T W 25 25 25 23 0 0 1 0 1 0 0

Writing Application Score Codes

For context, see the sample on page 32. For the grades four and seven CSTs 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:										
2	4	6	8	B	C	I	L	R	T	W
2	11	64	24	1	0	0	0	1	0	0

Percent of Students with CMA Writing Application Score of:										
1	2	3	4	B	C	I	L	R	T	W
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 grades four and seven CSTs, 48 points for the grade four CMA, 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 grades four and seven CSTs, 52 points for the grade four CMA, 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 2012**

								Performance Levels											
								Advanced		Proficient		Basic		Below Basic		Far Below Basic			
	Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Number Tested with Scores	Mean Percent Correct	#	%	#	%	#	%	#	%	#	%	Mean Scale Score	Scale Score SD
ELA CST	75	71	94.7	71	100	71	51	3	4	14	20	24	34	16	23	14	20	313.3	48.7
Math CST	75	71	94.7	71	100	71	52	10	14	13	18	12	17	22	31	14	20	321.7	88.4
Science CST	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

	ELA CST					Math CST				
	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						
Detailed Information	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies	Estimation, Percents, and Factoring	Operations and Factoring	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
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)

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 2012**

	Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Number Tested with Scores	Mean Percent Correct	Performance Levels: Advanced #	Advanced %	Proficient #	Proficient %	Basic #	Basic %	Below Basic #	Below Basic %	Far Below Basic #	Far Below Basic %	Mean Scale Score	Scale Score SD
ELA CST	232	204	88	203	99.5	203	60	13	6	63	31	71	35	33	16	23	11	331.7	56.3
Math CST	232	156	67	156	100	156	57	11	7	48	31	61	39	28	18	8	5	335.1	56.5
Algebra I CST	232	45	19	45	100	45	62	7	15	19	42	10	22	8	18	1	3	360.8	63.9
ELA CMA	232	28	12	28	100	28	58	2	7	6	21	9	32	6	21	5	18	313.9	80.3
Math CMA	232	27	12	27	100	27	48	3	11	5	19	7	26	6	22	6	22	306.1	98.9
Algebra I CMA	232	4	2	4	100	4	63	0	0	2	50	2	50	0	0	0	0	341.5	37.3
RLA - STS	232	58	25	58	100	58	68	10	17	26	45	17	29	3	5	2	3	367.8	54.3
Math - STS	232	58	25	58	100	58	68	14	24	23	40	11	19	9	16	1	2	376.9	70.7
Algebra I - STS	232	1	0.4	1	100	1	40												

	ELA CST: Reading: Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Writing: Written Conventions	Writing Strategies	Math CST: Rational Numbers	Exponents, Powers, and Roots	Quant. Relationships and Evaluating Expressions	Multistep Problems, Graphing, and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
Detailed Information											
Number Possible	11	18	13	16	17	14	8	10	15	13	5
Mean Percent Correct	62	60	59	62	58	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	W
2	11	64	24		1	0	0	0	1	0	0

Percent of Students with CMA Writing Application Score of:

1	2	3	4		B	C	I	L	R	T	W
25	25	25	23		0	0	1	0	1	0	0

	ELA CMA: Vocabulary	Reading for Understanding	Language			Math CMA: Number Sense	Algebra and Data Analysis	Measurement and Geometry			
Detailed Information											
Number Possible	8	24	22			18	25	11			
Mean Percent Correct	63	54	59			55	44	45			

	RLA - STS: Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies	Math - STS: Rational Numbers	Exponents, Powers, and Roots	Quant. Relationships & Evaluating Expressions	Multistep Probs, Graphing and Functs	Measurement and Geometry	Statistics, Data Analysis, and Probability
Detailed Information											
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 Geometry, 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 down by reporting clusters.
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	▪ 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—Summary of student performance on the EOC CMA for Algebra I (grades seven through eleven) and the EOC CMA for Geometry (grades eight through eleven) including performance levels and reporting cluster results by grade level and all students tested ▪ STS—For the EOC STS for Algebra I (grades seven through eleven) and Geometry (grades eight through eleven), reporting cluster results by grade level and all students tested

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

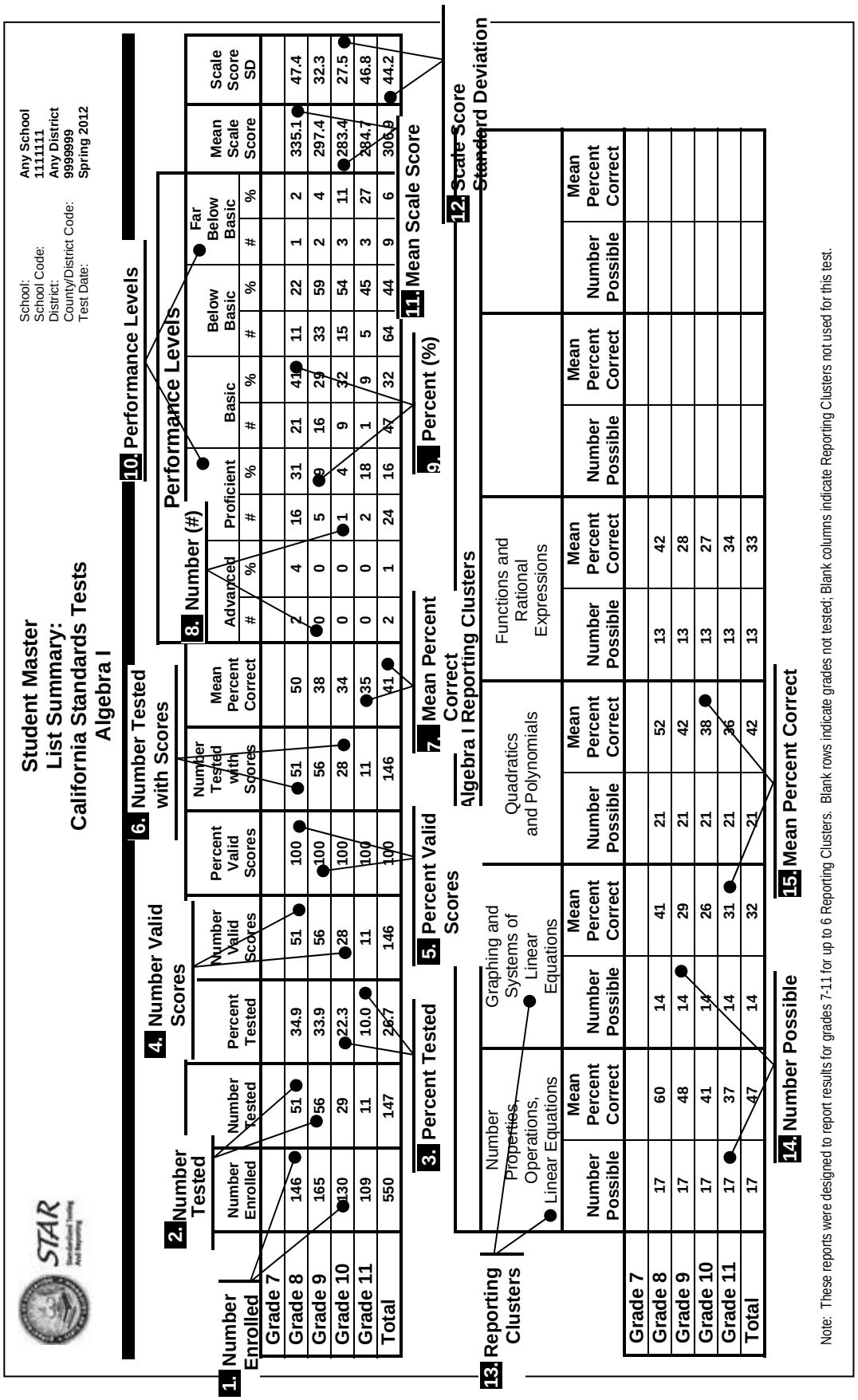


Table II.3 STAR Student Master List Summary: End-of-Course Descriptions

1.	**Number Enrolled**	For the grade, number of multiple-choice answer documents submitted minus the number of answer documents marked to indicate that the 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 [(Number tested / Number enrolled) * 100, rounded to nearest tenth].
4.	**Number Valid Scores**	For the content area, number of students tested at the 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: • Incomplete tests • Tests taken with modifications • Students who took the STS and 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
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 [(Number valid scores / Number tested) * 100, 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: • Incomplete tests • Students who took the STS and 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
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 [{(Σ Raw scores / # of Valid scores) / Total questions} * 100, rounded to nearest whole number].
8.	**Number (#)**	For the grade, number of student scores at each performance level. Does not apply to the EOC STS for Algebra I and Geometry.

9.	**Percent (%)**	For the grade, percent of student scores at each performance level. Does not apply to the EOC STS for Algebra I and Geometry.
10.	**Performance Levels**	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. Does not apply to the EOC STS for Algebra I and Geometry. ***Note:*** Scores for students tested with modifications on EOC CSTs are counted in the far below basic performance 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.) Does not apply to the EOC STS for Algebra I and Geometry.
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 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. Does not apply to the EOC STS for Algebra I and Geometry.
13.	**Reporting Clusters**	Names of reporting clusters.
14.	**Number Possible**	For the reporting cluster, number of questions.
15.	**Mean Percent Correct**	For the reporting cluster, mean percent correct.

End-of-Course Student Master List Summary Samples

EOC Mathematics

Student Master List Summary: California Modified Assessment Geometry

School: Any School
School Code: 1111111
District: Any District
County/District Code: 9999999
Test Date: Spring 2012

	Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Number Tested with Scores	Mean Percent Correct	Performance Levels: Advanced #	Advanced %	Proficient #	Proficient %	Basic #	Basic %	Below Basic #	Below Basic %	Far Below Basic #	Far Below Basic %	Mean Scale Score	Scale Score SD
Grade 7																			
Grade 8																			
Grade 9	47	16	34.0	16	100	16	51	1	6	2	13%	5	31	5	31	3	19	300	79
Grade 10	60	16	26.7	16	100	16	49	1	6	2	13%	3	19	6	38	4	25	290	69
Grade 11	37	2	5.4	2	100	2	52	0	0	0	0%	1	50	1	50	0	0	301	46
Total	144	34	23.6	34	100	34	50	2	6	4	12%	9	26	12	35	7	21	295	72

Geometry Reporting Clusters

	Logic and Geometric Proofs: Number Possible	Logic and Geometric Proofs: Mean Percent Correct	Volume and Area Formulas: Number Possible	Volume and Area Formulas: Mean Percent Correct	Angle Relationships, Constructions, and Lines: Number Possible	Angle Relationships, Constructions, and Lines: Mean Percent Correct	Trigonometry: Number Possible	Trigonometry: Mean Percent Correct	Number Possible
Grade 7									
Grade 8									
Grade 9	23	52	11	56	14	50	12	45	
Grade 10	23	49	11	53	14	47	12	45	
Grade 11	23	52	11	52	14	52	12	52	
Total	23	50	11	54	14	49	12	45	

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 Clu

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 2012

	Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Number Tested with Scores	Mean Percent Correct	Performance Levels: Advanced #	Advanced %	Proficient #	Proficient %	Basic #	Basic %	Below Basic #	Below Basic %	Far Below Basic #	Far Below Basic %	Mean Scale Score	Scale Score SD
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	59	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

Algebra I Reporting Clusters

	Graphing and Systems of Linear Equations: Number Possible	Graphing and Systems of Linear Equations: Mean Percent Correct	Quadratics and Polynomials: Number Possible	Quadratics and Polynomials: Mean Percent Correct	Functions and Rational Expressions: Number Possible	Functions and Rational Expressions: Mean Percent Correct				
	14	41	21	52	13	42				
	14	29	21	42	13	28				
	14	26	21	38	13	27				
	14	31	21	36	13	34				
	14	32	21	42	13	33				

7-11 for up to 6 Reporting Clusters. Blank rows indicate grades not tested; Blank columns indicate Reporting Clusters not used for this test.

Student Master List Summary: Standards-based Tests in Spanish Algebra I

School: Any School
School Code: 1111111
District: Any District
County/District Code: 9999999
Test Date: Spring 2012

	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: Number Possible	Number Properties, Operations, Linear Equations: Mean Percent Correct	Graphing and Systems of Linear Equations: Number Possible	Graphing and Systems of Linear Equations: Mean Percent Correct	Quadratics and Polynomials: Number Possible	Quadratics and Polynomials: Mean Percent Correct	Functions and Rational Expressions: Number Possible	Functions and Rational Expressions: Mean Percent Correct				
Grade 7												
Grade 8												
Grade 9	17	41	14	37	21	24	13	28				
Grade 10	17	42	14	38	21	27	13	32				
Grade 11	17	48	14	42	21	38	13	42				
Total	17	42	14	38	21	26	13	31				

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

Student Master List Summary: California Standards Tests Biology

School: **Any School**
School Code: **1111111**
District: **Any District**
County/District Code: **9999999**
Test Date: **Spring 2012**

	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 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 *Education Code*.
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 50). ***Note:*** 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	▪ Overall performance levels are broken down by specific demographics at the individual school and district levels for: – CSTs – CMA – CAPA – STS for grades two through seven (grade-level RLA and mathematics) ▪ Overall percent correct are broken down by specific demographics at the individual school and district levels for the STS for grades eight through eleven RLA and EOC Algebra I (grades seven through eleven) and Geometry (grades eight through eleven)

Explanation of Grade Five Subgroup Summary Sample

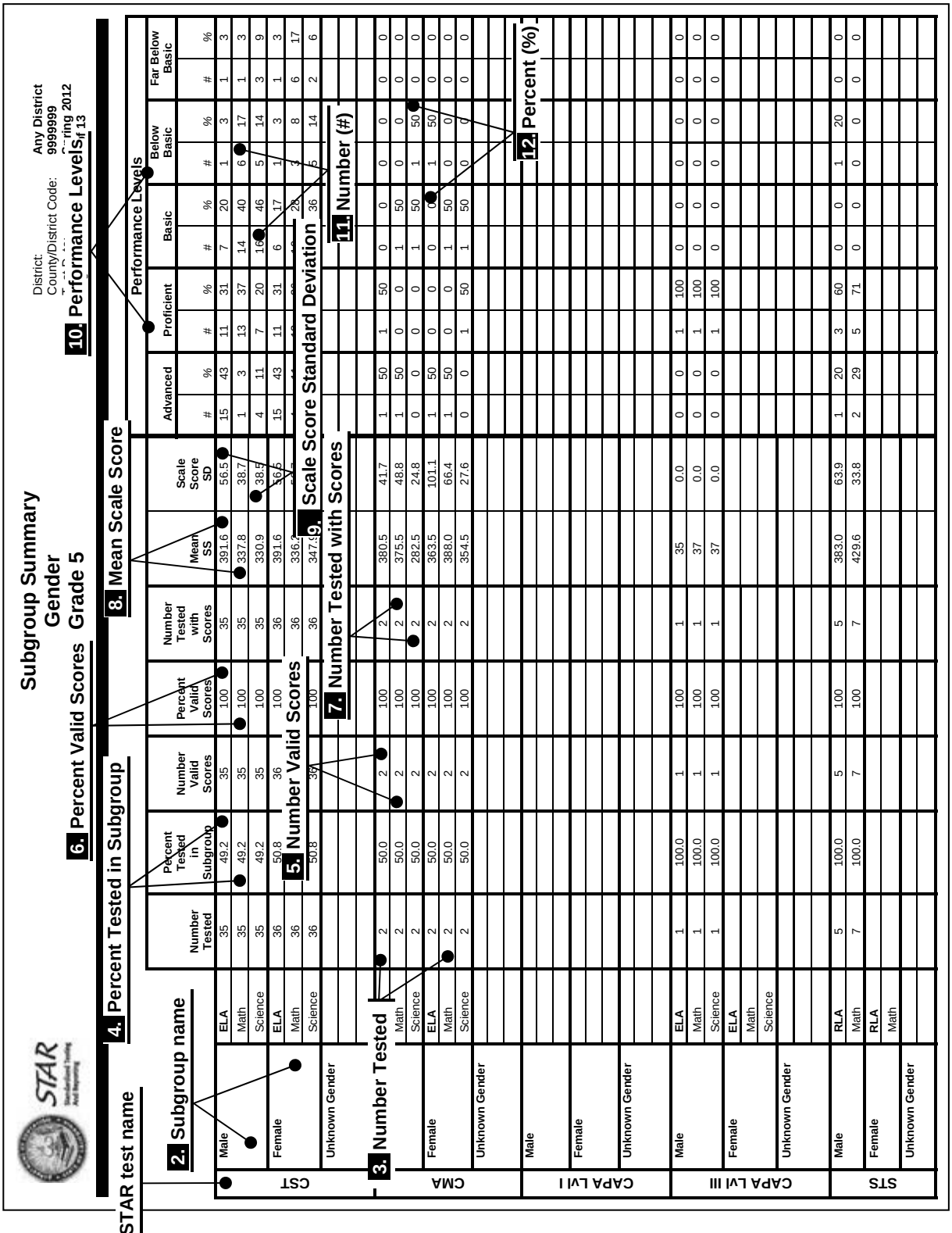


Table II.4 STAR Subgroup Summary Descriptions

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 in the subgroup who took this test, 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**	For the subgroup and content area, number of students tested at the 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: • Incomplete tests • Tests taken with modifications • Students who took the STS and 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**	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: • Incomplete tests • Students with inconsistent grades (test did not match student's grade level) • Students who took the STS and 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**	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)]. 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 Does not apply to the STS for RLA in grades eight through eleven and the EOC STS for Algebra I and Geometry.
9.	**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 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. Does not apply to the STS for RLA in grades eight through eleven and the EOC STS for Algebra I and Geometry.
10.	**Performance Levels**	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. Does not apply to the STS for RLA in grades eight through eleven and the EOC STS for Algebra I and Geometry. ***Note:*** Scores for students tested with modifications on CSTs are counted in the far below basic performance level for aggregate reporting and accountability purposes.
11.	**Number (#)**	For the grade, number of student scores at each performance level. Does not apply to the STS for RLA in grades eight through eleven and the EOC STS for Algebra I and Geometry.
12.	**Percent (%)**	For the grade, percent of student scores at each performance level. Does not apply to the STS for RLA in grades eight through eleven and the EOC STS for Algebra I and Geometry.
Not shown.	**Percent (%) Correct**	For 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, CMA, CAPA, or the STS in grades two through seven (grade-level RLA and mathematics).

Subgroup Summary Sample

Grade Five

Subgroup Summary
Gender
Grade 5

District: **Any District**
County/District Code: **9999999**
Test Date: **Spring 2012**
Page **6 of 13**

										Performance Levels									
										Advanced		Proficient		Basic		Below Basic		Far Below Basic	
			Number Tested	Percent Tested in Subgroup	Number Valid Scores	Percent Valid Scores	Number Tested with Scores	Mean SS	Scale Score SD	#	%	#	%	#	%	#	%	#	%
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	RLA	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	RLA																	
		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 48 for descriptions of primary disability codes. • Autism • Hard of hearing • Orthopedic impairment • Speech or language impairment • Deafness • Mental retardation/Intellectual disability • Other health impairment • Traumatic brain injury • Deaf-blindness • Multiple disabilities • Specific learning disability • Visual impairment • Emotional disturbance	
CST *or* STS Students with No Reported Disabilities	In the *Primary Disability* field, the Primary Disability code 000 was entered in the Pre-ID file or on the answer document.
CST *or* STS Students with Disabilities	In the *Primary Disability* field, a valid Primary Disability code was entered in the Pre-ID file or on the answer document.
CST *or* STS Students with Unknown Disability Status	In the *Primary Disability* field, the Primary Disability code was blank or multiple responses were entered in the Pre-ID file or on the answer document.
CMA Students with Disabilities	In the *Primary Disability* field, a valid Primary Disability code was entered in the Pre-ID file or on the answer document.
CMA Students with Unknown Disability Status	In the *Primary Disability* field, the Primary Disability code was blank or multiple responses were entered in the Pre-ID file or on the answer document.
CAPA (for each level and specific disability as listed in Table II.6 on page 48)	In the *Primary Disability* field, a valid Primary Disability code was entered in the Pre-ID file or on the answer document.

Descriptions of Subgroups	
Subgroup	**Description**
Economic Status	
CST, CMA, CAPA (by CAPA Level), *or* STS Students Not Economically Disadvantaged	In the *National School Lunch Program (NSLP)* field, NO was entered in the Pre-ID file or on the answer document, 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, CMA, CAPA (by CAPA Level), *or* STS Students Economically Disadvantaged	In the *NSLP* field, YES was entered in the Pre-ID file or on the answer document, 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, CMA, CAPA (by CAPA Level), *or* STS Students with Unknown Economic Status	On the answer document, the *NSLP* 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"; *or* In the Pre-ID file, the *NSLP* field was left blank or contained an invalid code.
Gender	
CST, CMA, CAPA (by CAPA Level), *or* STS Male Students	In the *Gender (Género)* field, Male ("Masculino") was entered in the Pre-ID file or on the answer document.
CST, CMA, CAPA (by CAPA Level), *or* STS Female Students	In the *Gender (Género)* field, Female ("Femenino") was entered in the Pre-ID file or on the answer document.
CST, CMA, CAPA (by CAPA Level), *or* STS Students with Unknown Gender	On the answer document, the *Gender (Género)* field was either left blank or was marked as both Male and Female ("Masculino" and "Femenino"); *or* In the Pre-ID file, the *Gender* field was left blank or contained an invalid code.
English Proficiency	
CST, CMA, CAPA (by CAPA Level), *or* STS English Only and Fluent English Proficient	On the answer document, the *Student's English Proficiency* field was marked English Only (EO), Initially Fluent English Proficient (I-FEP), or Reclassified Fluent English Proficient (R-FEP); *or* In the Pre-ID file, EO, IFEP, or RFEP was entered in the Student's *English Proficiency* field.
CST, CMA, CAPA (by CAPA Level), *or* STS English Learner	On the answer document, the *Student's English Proficiency* field was marked English Learner (EL); *or* In the Pre-ID file, EL was entered in the *Student's English Proficiency* field.

Descriptions of Subgroups	
Subgroup	**Description**
CST, CMA, CAPA (by CAPA Level), *or* STS English Learner Less Than 12 Months	On the answer document, the *Student's English Proficiency* field was marked English Learner (EL); and *English learner) in schools in the United States or one of its territories less than 12 months* was also marked; *or* In the Pre-ID file, EL was entered in the *Student's English Proficiency* field and *English Learner (EL) in U.S. Schools less than 12 months* had a Y.
CST, CMA, CAPA (by CAPA Level), *or* STS English Learner 12 Months or More	On the answer document, the *Student's English Proficiency* field was marked English Learner (EL); and *English learner) in schools in the United States or one of its territories less than 12 months* was left blank; *or* In the Pre-ID file, EL was entered in the *Student's English Proficiency* field and *English Learner (EL) in U.S. Schools less than 12 months* was blank.
CST, CMA, CAPA (by CAPA Level), *or* STS Students with Unknown (English) Fluency	On the answer document, the *Student's English Proficiency* field was left blank or multiple responses were given; *or* In the Pre-ID file, the *Student's English Proficiency* field was blank or contained an invalid code.

Descriptions of Subgroups	
Subgroup	**Description**
Reporting Ethnicity	
CST, CMA, CAPA (by CAPA Level), *or* STS Students Ethnicity/Race	In the *Is the student Hispanic or Latino? (¿Es el estudiante hispano o latino?)* field, if YES ("SÍ") was entered in the Pre-ID file or on the answer document, the student is reported as being of Hispanic or Latino descent. In the *Is the student Hispanic or Latino? (¿Es el estudiante hispano o latino?)* field, if NO ("NO") was entered in the Pre-ID file or on the answer document and in the *Mark one or more (Marca uno o más)* field in the Pre-ID file or Section 9 of the answer document was filled with one of the following responses, then the student is reported to be of the indicated race: • Black or African American | africano americano • American Indian or Alaska Native | indio de América o nativo de Alaska • Asian – Chinese | chino – Japanese | japonés – Korean | coreano – Vietnamese | vietnamita – Asian Indian | indio asiático – Laotian | laosiano – Cambodian | camboyano – Other Asian | otro asiático – Hmong | hmong • Filipino | filipino • Native Hawaiian or Pacific Islander – Native Hawaiian | nativo de Hawaii – Guamanian | nativo de Guam – Samoan | samoano – Tahitian | tahitiano – Other Pacific Islander | otro isleño del pacífico • White | blanco If the *Is the student Hispanic or Latino? (¿Es el estudiante hispano o latino?)* field was left blank in the Pre-ID file or on the answer document; *or* on the answer document, the *Is the student Hispanic or Latino? (¿Es el estudiante hispano o latino?)* field was marked both YES and NO ("SÍ" and "NO"); *or* on the answer document, the *Is the student Hispanic or Latino? (¿Es el estudiante hispano o latino?)* field was marked NO ("NO") *and* more than one race was marked in Section 9 *(Mark one or more* or *Marca uno o más)* across multiple primary races (except for when the races are within the same primary race [either "Asian" or "Native Hawaiian or Pacific Islander"]), then the student is reported as having "Two or more races."

Table II.6 Primary Disability Codes for the Spring 2012 Administration

Code	Disability	Definition
000	Student does not have an IEP.	Student does not have an IEP.
210	Mental retardation/Intellectual disability (MR/ID)	"Mental retardation/Intellectual disability" means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. (34 *Code of Federal Regulations [CFR]* §300.8[c][6])
220	Hard of hearing (HH)	"Hard of hearing" means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of "deafness" in disability code 230 below. (34 *CFR* §300.8[c][5]) **Note:** Hearing impairment is a federal category of disability that includes both hard of hearing and deaf individuals (as defined in disability codes 220 and 230).
230	Deafness (DEAF)	"Deafness" means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance. (34 *CFR* §300.8[c][3])
240	Speech or language impairment (SLI)	"Speech or language impairment" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance. (34 *CFR* §300.8[c][11])
250	Visual impairment (VI)	"Visual impairment" including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. (34 *CFR* §300.8[c][13])
260	Emotional disturbance (ED)	"Emotional disturbance" means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: 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. E. A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance. (34 *CFR* §300.8[c][4])
270	Orthopedic impairment (OI)	"Orthopedic impairment" means a severe orthopedic impairment that 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 that cause contractures). (34 *CFR* §300.8[c][8])

Code	Disability	Definition
280	Other health impairment (OHI)	"Other health impairment" means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that (i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and (ii) Adversely affects a child's educational performance. (34 *CFR* §300.8[c][9])
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, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of mental retardation; of emotional disturbance; or of environmental, cultural, or economic disadvantage. (34 *CFR* §300.8[c][10])
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 needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. (34 *CFR* §300.8[c][2])
310	Multiple disabilities (MD)	"Multiple disabilities" means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness. (34 *CFR* §300.8[c][7])
320	Autism (AUT)	"Autism" means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are 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 apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance (as defined in disability code 260). A child who manifests the characteristics of autism after age three could be diagnosed as having autism if the criteria in this paragraph are satisfied. (34 *CFR* §300.8[c][1])
330	Traumatic brain injury (TBI)	"Traumatic brain injury" means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as 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 apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma. (34 *CFR* §300.8[c][12])

STAR Ethnicity for Economic Status Subgroup Summary

Purpose	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 and are available for the CSTs, CMA, and 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 CMA, and the CAPA. Ethnicities are as follows: • 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 (Native Hawaiian, Guamanian, Samoan, Tahitian, Other Pacific Islander) • White • Two or More Races Economic statuses are as follows: • Not economically disadvantaged (*NSLP* field was entered as NO and the Parent Education Level was graduate school, college graduate, some college, high school graduate, or declined to state) • Economically disadvantaged (*NSLP* field was entered as YES or the Parent Education Level was "Not a high school graduate") • Unknown Economic Status (*NSLP* field was left blank or entered 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 are broken down by specific demographics at the individual school and district levels for the CSTs, CMA, and CAPA.

Explanation of Grade Six Ethnicity for Economic Status Subgroup Summary Sample

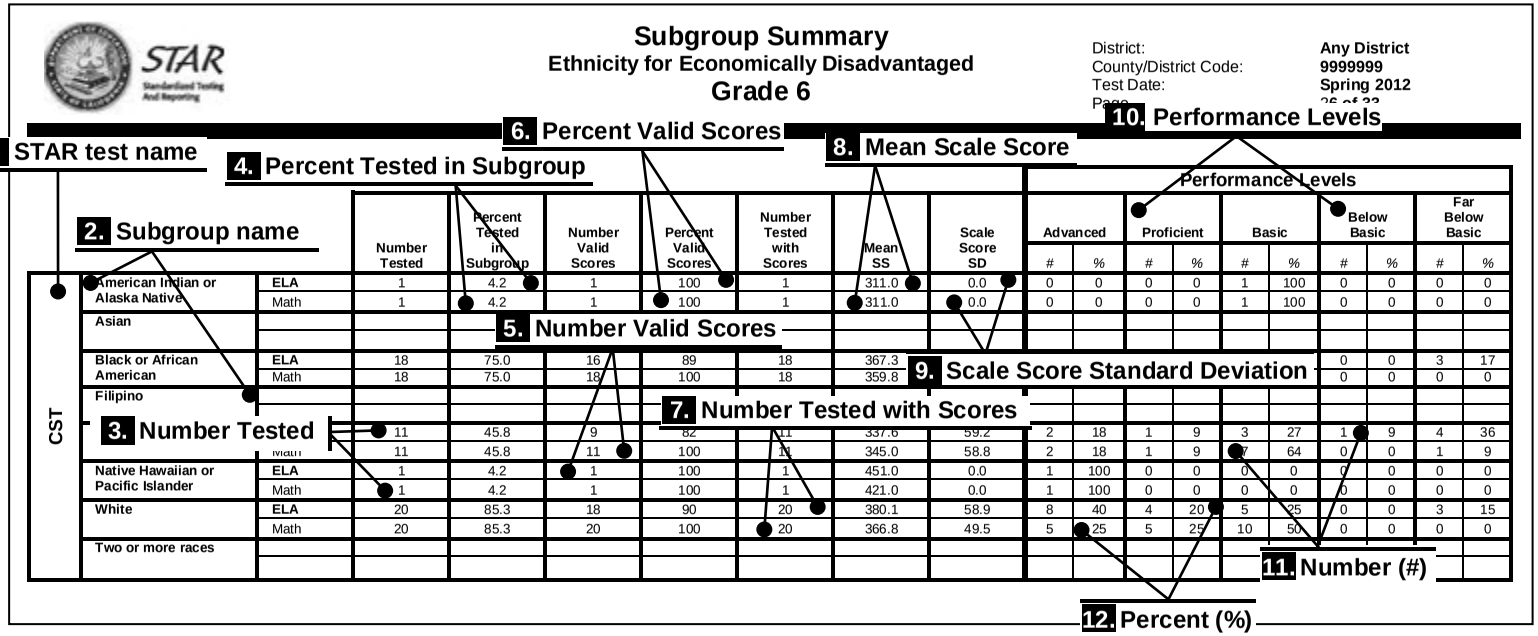


Table II.7 STAR Ethnicity for Economic Status Subgroup Summary Descriptions

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 the 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 tested in this subgroup, multiplied by 100, and rounded to the nearest whole number [(Number tested / Number enrolled) * 100, rounded to nearest whole number].

5.	**Number Valid Scores**	For the subgroup and content area, number of students tested at the grade level who received a score for the test. As applied to the CSTs and the CMA, for aggregate reporting and accountability purposes, this number does not include: • 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**	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: • 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 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)]. 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
9.	**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 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.
10.	**Performance Levels**	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. ***Note:*** Scores for students tested with modifications on CSTs are counted in the far below basic performance level for aggregate reporting and accountability purposes.
11.	**Number (#)**	For the grade, number of student scores at each performance level.
12.	**Percent (%)**	For the grade, percent of student scores at each performance level.

Ethnicity for Economic Status Subgroup Summary Sample

Grade Six

Subgroup Summary
Ethnicity for Economically Disadvantaged
Grade 6

District: **Any District**
County/District Code: **9999999**
Test Date: **Spring 2012**
Page **26 of 33**

										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	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																		
	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
	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 *Education Code*, 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

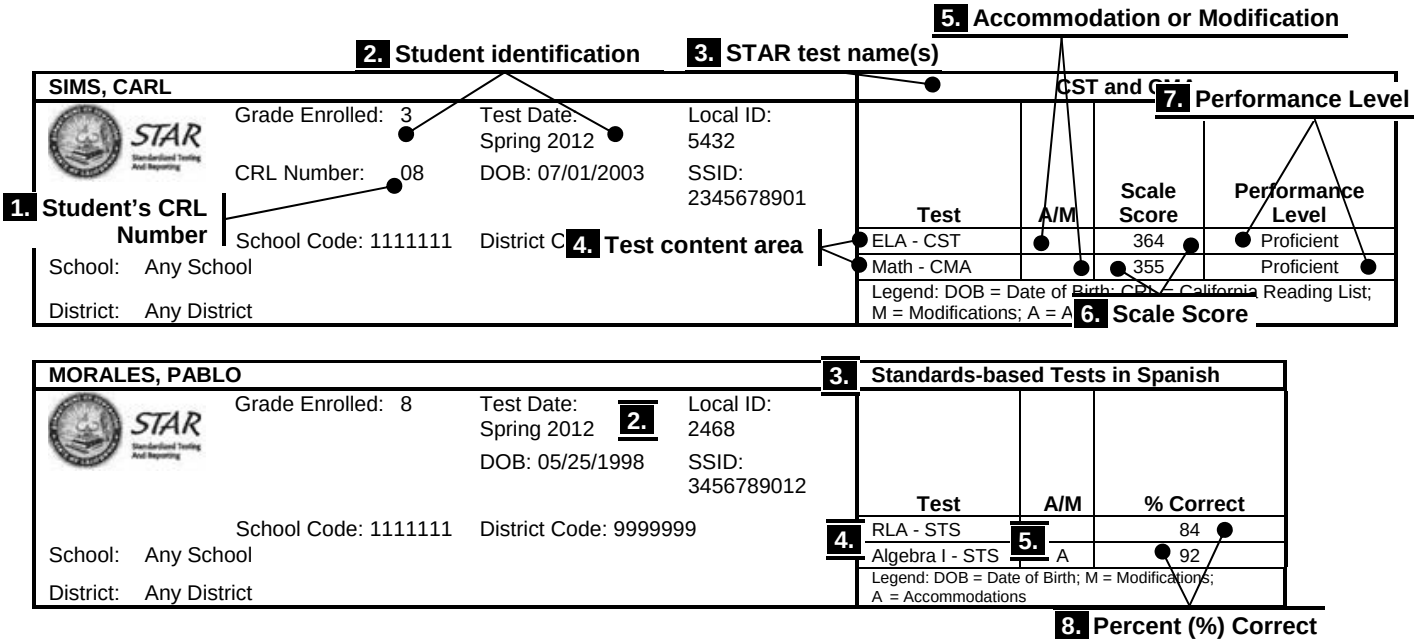


Table II.8 STAR Student Record Label Descriptions

1.	**Student's 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 136 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 *and* 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 **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 Does not apply to the STS for RLA in grades eight through eleven and the EOC STS for Algebra I and Geometry.
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. Does not apply to the STS for RLA in grades eight through eleven and the EOC STS for Algebra I and Geometry.
8.	**Percent (%) Correct**	Student's score on the STS for RLA in grades eight through eleven and the EOC Algebra I (grades seven through eleven) and Geometry (grades eight through eleven), 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

Grade Enrolled: 3 Test Date: Spring 2012 Local ID: 5432
CRL Number: 08 DOB: 07/01/2003 SSID: 2345678901
School Code: 1111111 District Code: 9999999
School: Any School
District: Any District

CST and CMA

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

Grade Enrolled: 10 Test Date: Spring 2012 Local ID: 6789
CRL Number: 10 DOB: 07/01/1997 SSID: 1234567890
School Code: 1111111 District Code: 9999999
School: Any School
District: Any District

CST and CMA

Test	A/M	Scale Score	Performance Level	Test	A/M	Scale Score	Performance Level
ELA - CST		326	Basic	Biology		308	Basic
Geometry - CMA		316	Basic	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

Grade Enrolled: 5 Test Date: Spring 2012 Local ID: 2345
DOB: 03/12/2001 SSID: 3456789012
School Code: 1111111 District Code: 9999999
School: Any School
District: Any District

CAPA

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

Grade Enrolled: 8 Test Date: Spring 2012 Local ID: 2468
DOB: 05/25/1998 SSID: 3456789012
School Code: 1111111 District Code: 9999999
School: Any School
District: Any District

Standards-based Tests in Spanish

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	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: • 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 If scores are not available, a reason code is printed.
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, including performance on the reporting clusters for the CSTs, CMA, and STS.

For the lists of 2012 reporting clusters and number of questions for each, see Appendix A—for the CSTs, data start on page 109; for the CMA, data start on page 117; and for the STS, data start on page 120. There are no reporting clusters for the CAPA.

Writing Applications Standards Scores for Grades Four and Seven

Writing Applications is one of six reporting clusters for the California English–Language Arts Standards Tests for grades four and seven and one of the four reporting clusters for the California English–Language Arts Modified Assessment for grades four and 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 CSTs in grades four and 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 points) for a total possible raw score of 83. Generally, CST for ELA scale scores for students in grades four and seven are derived on the basis of this 83-point scale for raw scores. If a student's CST grade four or seven writing test could not be scored, a 75-point raw score scale may be used.

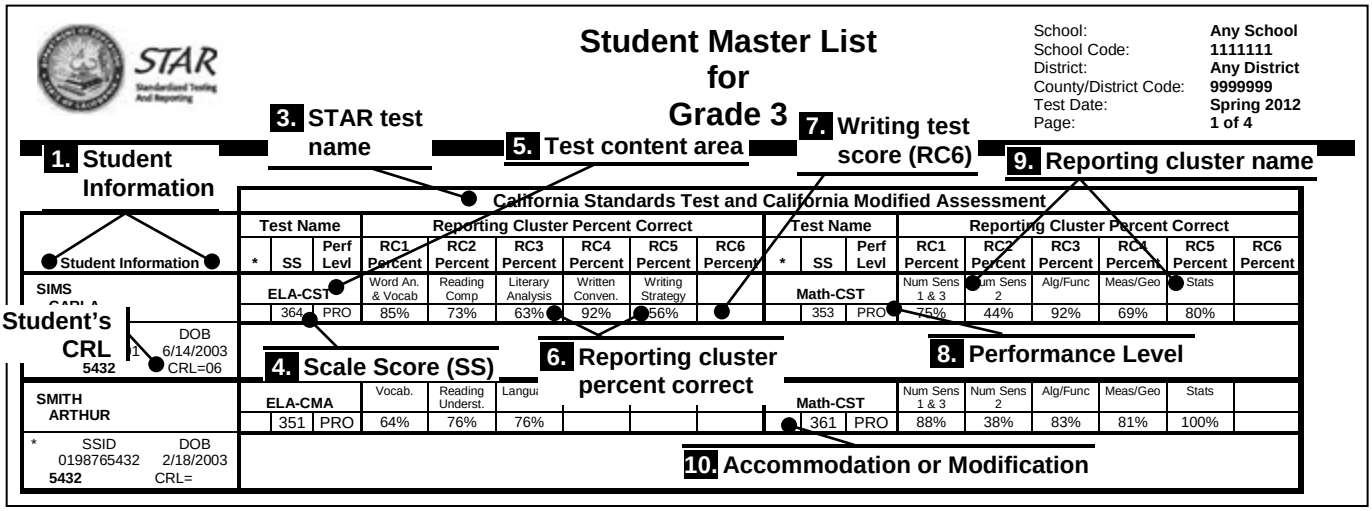
For the CMA in grade four, to score an individual student's writing test, a single rater gave the student's response a score of 1 to 4. The writing score was added to the ELA multiple-choice score (possible 48) for a total possible raw score of 52. Generally, CMA for ELA scale scores for students in grade four are derived on the basis of this 52-point scale for raw scores. If a student's CMA grade four writing test could not be scored, a 48-point raw score scale may be used.

For the CMA in 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. 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.

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 in grades eight through eleven for RLA and the EOC Algebra I in grades seven through eleven and Geometry in grades eight through eleven.

Explanation of CST/CMA and STS Student Master List Samples



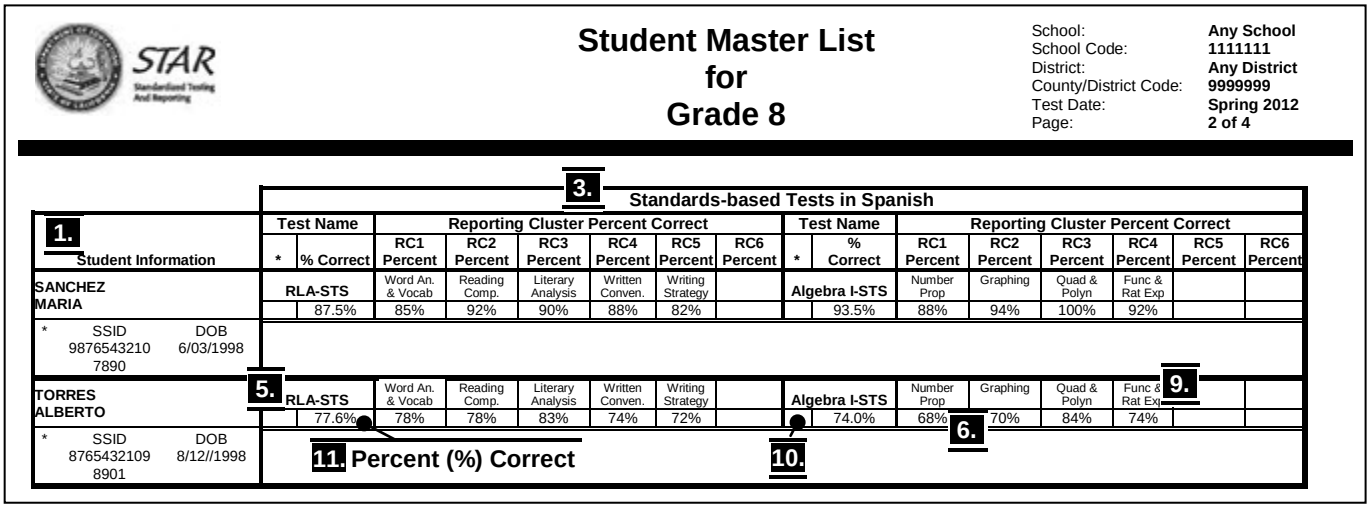


Table II.9 STAR Student Master List Descriptions

1.	**Student Information**	Student's name, SSID number, and date of birth.
2.	**Student's 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 136 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 Does not apply to the STS for RLA in grades eight through eleven and the EOC STS for Algebra I and Geometry.
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. Does not apply to the CAPA.
7.	**Writing test score (RC6)**	Writing Applications Standards Score for grades four and 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: **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.
8.	**Performance Level (Perf Levl)**	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. Does not apply to the STS for RLA in grades eight through eleven and the EOC STS for Algebra I and Geometry.
9.	**Reporting cluster name**	Name of the reporting cluster for which the percent-correct score is being reported. Does not apply to the CAPA.
10.	**A (accommodation) or M (modification)**	**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 *and* a modification.
11.	**Percent (%) correct**	For the STS in grades eight through eleven for RLA and the EOC STS for Algebra I (grades seven through eleven) and Geometry (grades eight through eleven), the average percent correct for that content area. Does not apply to the CSTs, the CMA, the CAPA; and the STS for grades two through seven (grade-level RLA and mathematics).

Student Master List Sample Records

CST/CMA for Grade Three

Student Information	California Standards Test and California Modified Assessment																	
	Test Name			Reporting Cluster Percent Correct						Test Name			Reporting Cluster Percent Correct					
	*	SS	Perf Levl	RC1 Percent	RC2 Percent	RC3 Percent	RC4 Percent	RC5 Percent	RC6 Percent	*	SS	Perf Levl	RC1 Percent	RC2 Percent	RC3 Percent	RC4 Percent	RC5 Percent	RC6 Percent
SIMS CARLA		ELA-CST		Word An. & Vocab	Reading Comp	Literary Analysis	Written Conven.	Writing Strategy			Math-CST		Num Sens 1 & 3	Num Sens 2	Alg/Func	Meas/Geo	Stats	
		364	PRO	85%	73%	63%	92%	56%			353	PRO	75%	44%	92%	69%	80%	
* SSID 2345678901 DOB 6/14/2003 **5432** CRL=06																		
SMITH ARTHUR		ELA-CMA		Vocab.	Reading Underst.	Language					Math-CST		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 0198765432 DOB 2/18/2003 **5432** CRL=																		

CST/CMA for Grade Ten

Student Information	California Standards Test and California Modified Assessment																	
	Test Name			Reporting Cluster Percent Correct						Test Name			Reporting Cluster Percent Correct					
	*	SS	Perf Levl	RC1 Percent	RC2 Percent	RC3 Percent	RC4 Percent	RC5 Percent	RC6 Percent	*	SS	Perf Levl	RC1 Percent	RC2 Percent	RC3 Percent	RC4 Percent	RC5 Percent	RC6 Percent
SALINAS MARIA		ELA		Word An. & Vocab	Reading Comp.	Literary Analysis	Written Conven.	Writing Strategy			Algebra I-CMA		Number Prop	Graphing	Quad & Polyn	Func & Rat Exp		
		355	PRO	100%	83%	60%	63%	41%			324	B	73%	64%	58%	33%		
* SSID 1234567890 DOB 5/29/1997		World History		Modern Polit	Indust Expan	WWI	WWII	Post WWII			Biology		Cell Bio	Genetics	Eco/Evol	Physio	Invest/ Exper	
6789 CRL=12		369	PRO	78%	78%	80%	81%	20%			364	PRO	56%	56%	94%	73%	50%	
		Life Science		Cell Bio	Genetics	Physio	Ecology	Evolutio	Invest/ Exper									
		412	ADV	60%	67%	100%	91%	82%	100%									
SAMUELSON MICHAEL		ELA-CST		Word An. & Vocab	Reading Comp.	Literary Analysis	Written Conven.	Writing Strategy			Geometry		Logic	Volume Area	Angle Rel	Trig		
		389	PRO	100%	89%	75%	85%	75%			372	PRO	83%	64%	63%	80%		
* SSID 2345678901 DOB 8/18/1997		World History		Modern Polit	Indust Expan	WWI	WWII	Post WWII			Chemistry		Atom	BioChem	Kinetics Thermo	Chemical Reactions	Matter Stoich	Invest/ Exper
6790 CRL=12		446	ADV	92%	100%	71%	77%	100%			340	B	38%	89%	50%	54%	60%	83%
		Life Science		Cell Bio	Genetics	Physio	Ecology	Evolutio	Invest/ Exper									
		359	PRO	30%	50%	60%	73%	91%	100%									

CAPA

Student Information	CAPA																	
	Test Name									Test Name								
	PC	SS	Perf Levl								SS	Perf Levl						
HODGES CLINTON	CAPA ELA I									CAPA Math I								
		048	ADV								028	BB						
SSID 345678901 DOB 12/18/1995	CAPA Science I																	
6791		033	B															
SINGH AMITA	CAPA ELA V									CAPA Math V								
		036	PRO								033	B						
SSID 456789012 DOB 2/14/1996	CAPA Science V																	
6792		035	PRO															

STS for Grade Eight

Student Information	Standards-based Tests in Spanish																	
	Test Name		Reporting Cluster Percent Correct							Test Name		Reporting Cluster Percent Correct						
	*	% Correct	RC1 Percent	RC2 Percent	RC3 Percent	RC4 Percent	RC5 Percent	RC6 Percent		*	% Correct	RC1 Percent	RC2 Percent	RC3 Percent	RC4 Percent	RC5 Percent	RC6 Percent	
SANCHEZ MARIA	RLA-STS		Word An. & Vocab	Reading Comp.	Literary Analysis	Written Conven.	Writing Strategy			Algebra I-STS		Number Prop	Graphing	Quad & Polyn	Func & Rat Exp			
		87.5%	85%	92%	90%	88%	82%				93.5%	88%	94%	100%	92%			
* SSID 9876543210 DOB 6/03/1998 7890																		
TORRES ALBERTO	RLA-STS		Word An. & Vocab	Reading Comp.	Literary Analysis	Written Conven.	Writing Strategy			Algebra I-STS		Number Prop	Graphing	Quad & Polyn	Func & Rat Exp			
		77.6%	78%	78%	83%	74%	72%				74.0%	68%	70%	84%	74%			
* SSID 8765432109 DOB 8/12//1998 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	The STAR Student Report for the **CSTs** consists of a single two-sided page: • Front: student scores • Back: ▪ 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. The STAR Student Report for the **CMA** consists of a single two-sided page: • Front: student scores • Back: ▪ 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 STAR Student Report for the **CAPA** consists of a single two-sided page: • Front: student scores • Back: explanation of the CAPA and CAPA levels The STAR Student Report for the **STS** consists of a single two-sided page: • 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: ▪ 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 (grades seven through eleven) and Geometry (grades eight through eleven), content area reporting clusters with percent-correct scores.
Action	School districts must forward or mail the copy of the Student Report 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 2012 reporting clusters and number of questions for each, see Appendix A. For the CSTs, data start on page 109; for the CMA, data start on page 117; and for the STS, data start on page 120. There are no reporting clusters for the CAPA.

Explanation of Student Report for the CSTs

Front Page, Top: Student Information

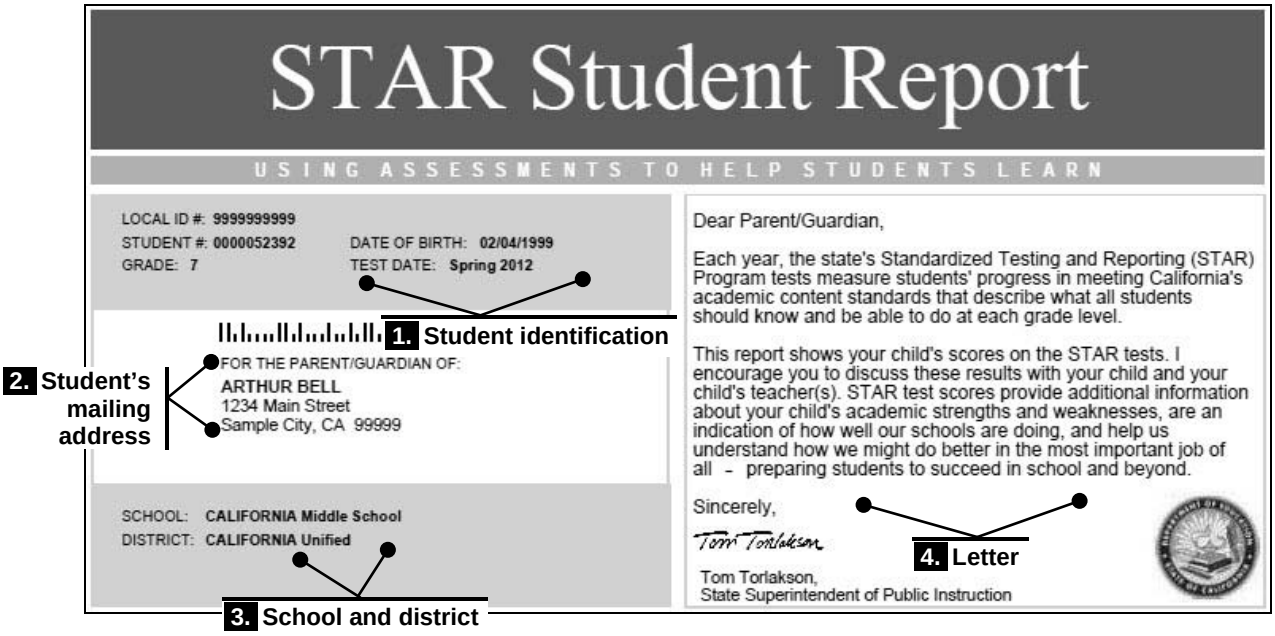


Table II.10 The Student Report for the CSTs: Student Information Descriptions

1.	**Student identification**	Information about the student. ***Note:*** 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

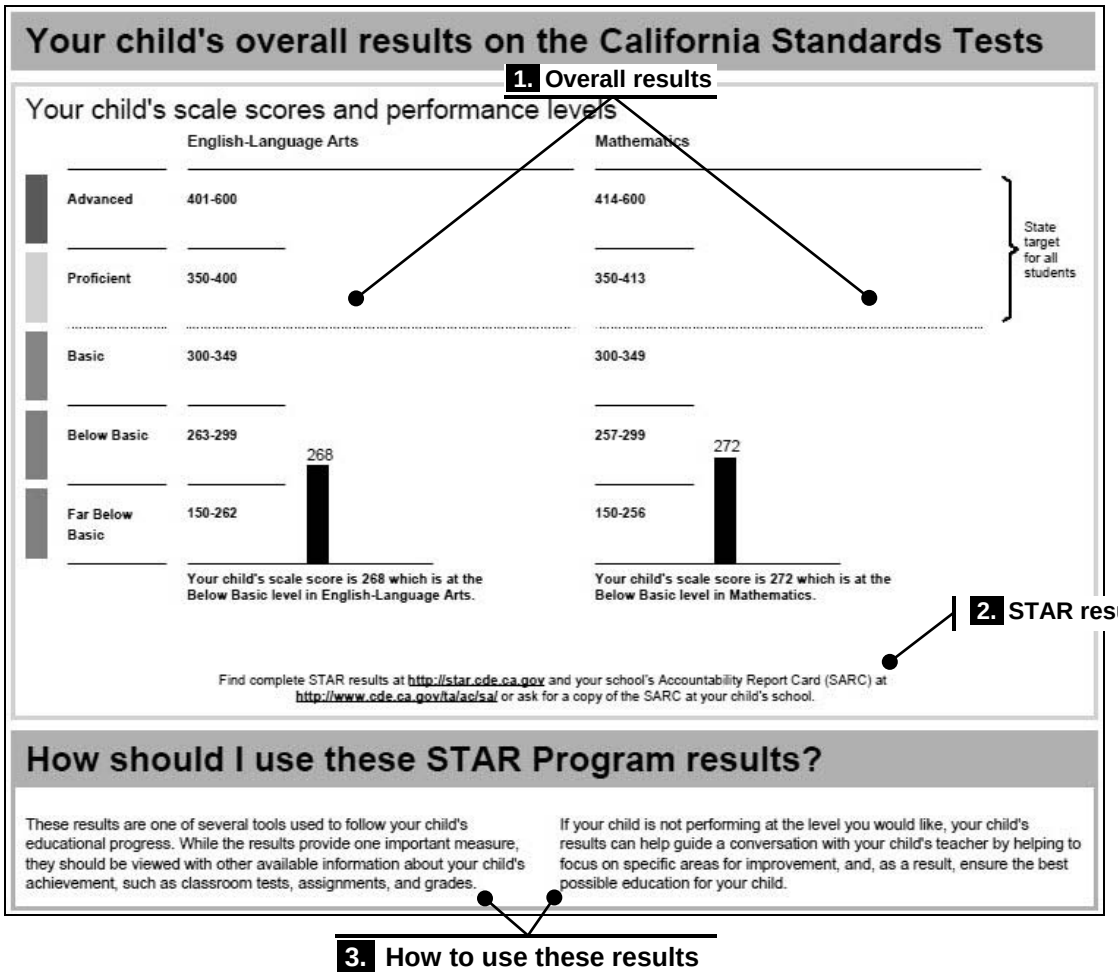


Table II.11 The Student Report for the CSTs: Student's Overall Results Descriptions

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

		Identification [SGID] sheet was different from the answer document grade level.) • 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 and 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).

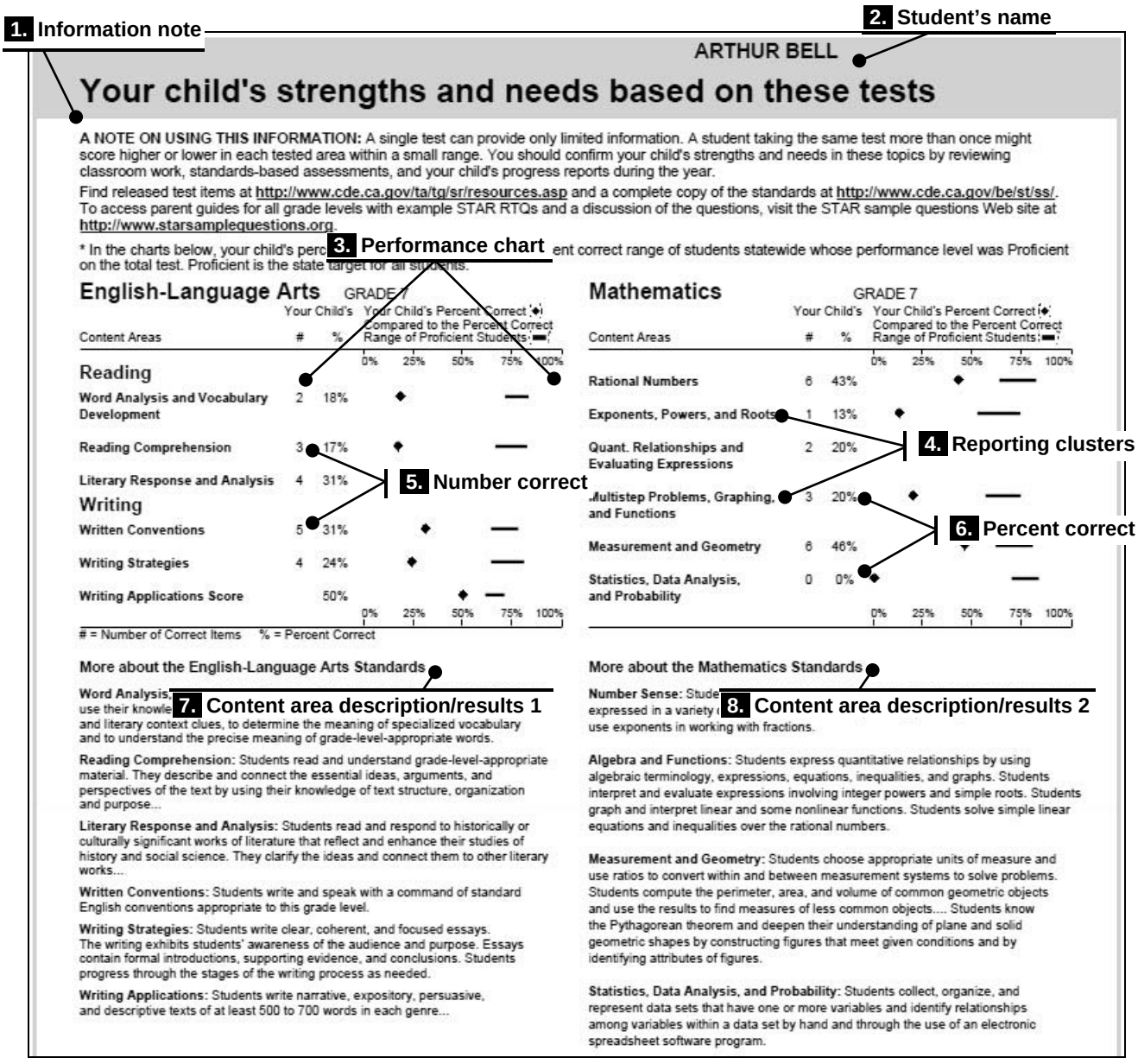


Table II.12 The Student Report for the CSTs: Student's Strengths and Needs Descriptions

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 64 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); *or* Content area cluster results for history–social science (grades eight, nine, ten, and eleven); *or* 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); *or* Content area cluster results for science (grades eight, nine, ten, and eleven); *or* Mathematics standards descriptions (grades two, three, four, six, and seven); *or* Information about other resources (grade five).

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

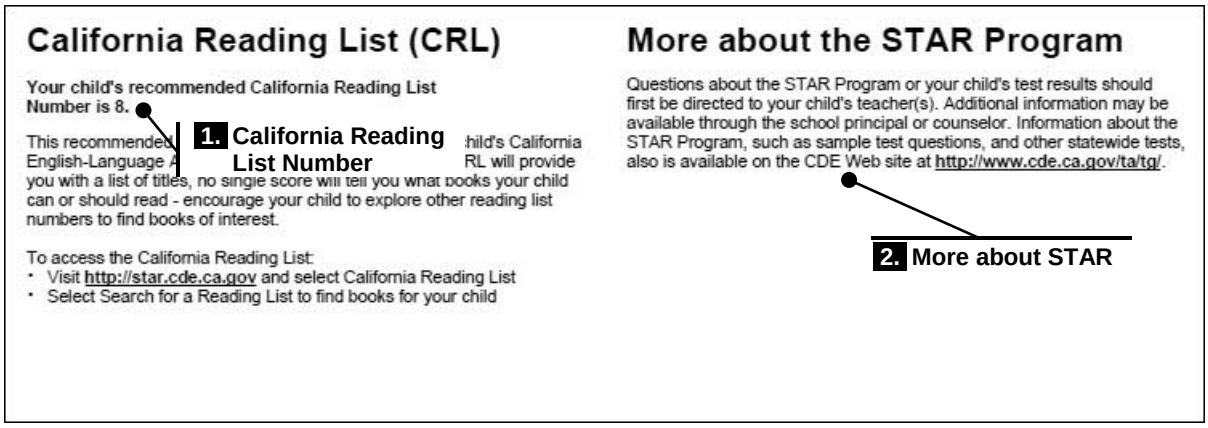
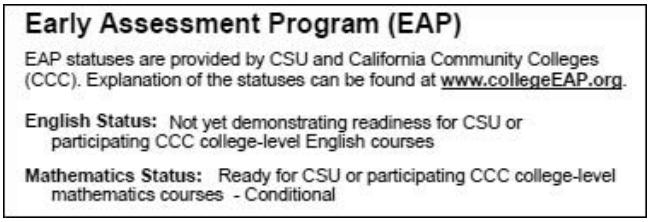


Table II.13 The Student Report for the CSTs: Student's California Reading List Number and More about STAR

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 California Reading List to obtain titles of books that the student should be able to read independently. See Appendix F: California Reading List Number on page 136 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. 

Samples of Student Reports for the CSTs

Grade Five, Front

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: 9999999999
STUDENT #: 0000052392 DATE OF BIRTH: 06/17/2001
GRADE: 5 TEST DATE: Spring 2012

FOR THE PARENT/GUARDIAN OF:
SUSAN LONG
1234 Main Street
City, CA 12345

SCHOOL: CALIFORNIA Elementary School
DISTRICT: CALIFORNIA Unified

Dear Parent/Guardian,

Each year, the state's Standardized Testing and Reporting (STAR) Program tests measure students' progress in meeting California's academic content standards that 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 tests. I encourage you to discuss these results with your child and your child's teacher(s). STAR test scores provide additional information about your child's academic strengths and weaknesses, are an indication of how well our schools are doing, and help us understand how we might do better in the most important job of all – preparing students to succeed in school and beyond.

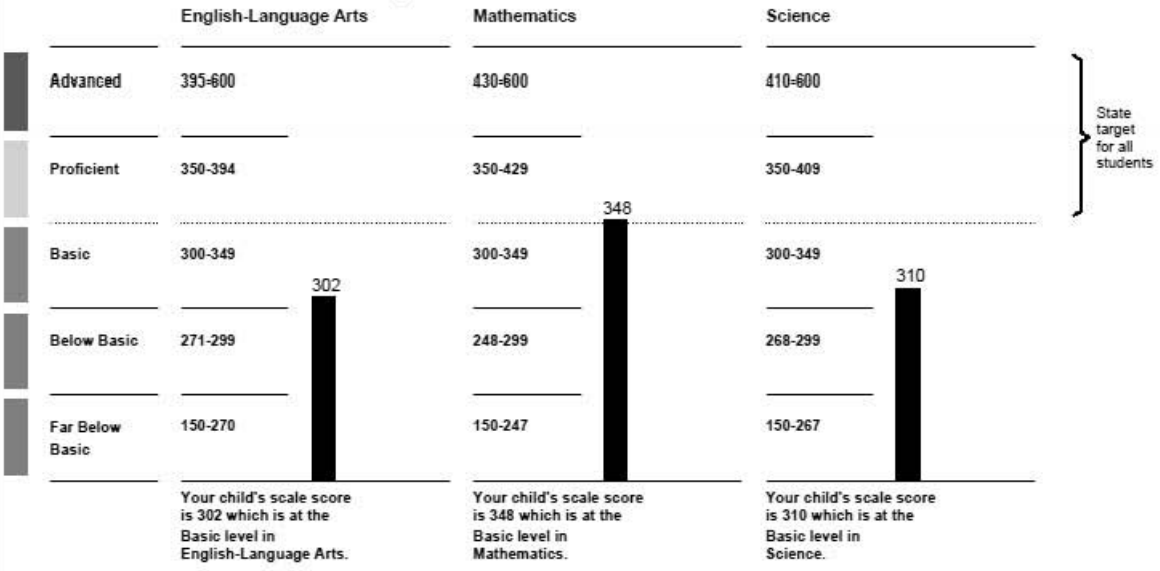
Sincerely,

Tom Torlakson

Tom Torlakson,
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 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

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct ◆ Compared to the Percent Correct Range of Proficient Students ▬ (0% 25% 50% 75% 100%)
Reading			
Word Analysis and Vocabulary Development	6	43%	
Reading Comprehension	7	44%	
Literary Response and Analysis	4	33%	
Writing			
Written Conventions	2	12%	
Writing Strategies	5	31%	

= Number of Correct Items % = Percent Correct

Mathematics

GRADE 5

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct ◆ Compared to the Percent Correct Range of Proficient Students ▬ (0% 25% 50% 75% 100%)
Estimation, Percents, and Factoring	6	50%	
Operations with Fractions and Decimals	9	53%	
Algebra and Functions	11	65%	
Measurement and Geometry	4	27%	
Statistics, Data Analysis, and Probability	1	25%	

Science

GRADE 5

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct ◆ Compared to the Percent Correct Range of Proficient Students ▬ (0% 25% 50% 75% 100%)
Physical Science 5	4	36%	
Physical Science 4	5	63%	
Life Science 5	2	15%	
Life Science 4	3	33%	
Earth Science 5	2	18%	
Earth Science 4	4	50%	

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 select California Reading List
- Select 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 other statewide tests, also is available on the CDE Web site at http://www.cde.ca.gov/ta/tg/.

Grade Eleven, Front

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: **9999999999**
STUDENT #: **0000052392** DATE OF BIRTH: **05/18/1994**
GRADE: **11** TEST DATE: **Spring 2012**

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, the state's Standardized Testing and Reporting (STAR) Program tests measure students' progress in meeting California's academic content standards that 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 tests. I encourage you to discuss these results with your child and your child's teacher(s). STAR test scores provide additional information about your child's academic strengths and weaknesses, are an indication of how well our schools are doing, and help us understand how we might do better in the most important job of all – preparing students to succeed in school and beyond.

Sincerely,

Tom Torlakson

Tom Torlakson,
State Superintendent of Public Instruction

Your child's overall results on the California Standards Tests

Your child's scale scores and performance levels

	English-Language Arts	Algebra II	World History	Physics	U.S. History
Advanced	396-600	416-600	400-600	393-600	401-600
Proficient	350-395	350-415	350-399	350-392	350-400
Basic	300-349	300-349	300-349	300-349	300-349
Below Basic	259-299	257-299	275-299	276-299	270-299
Far Below Basic	150-258	150-256	150-274	150-275	150-269
Your child's scale score	288	286	292	298	284

State target for all students

Your child's scale score is 288 which is at the Below Basic level in English-Language Arts.

Your child's scale score is 286 which is at the Below Basic level in Algebra II.

Your child's scale score is 292 which is at the Below Basic level in World History.

Your child's scale score is 298 which is at the Below Basic level in Physics.

Your child's scale score is 284 which is at the Below Basic level in U.S. History.

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

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct Compared to the Percent Correct Range of Proficient Students (0% 25% 50% 75% 100%)
Reading			
Word Analysis and Vocabulary Development	2	25%	
Reading Comprehension	4	21%	
Literary Response and Analysis	3	18%	
Writing			
Written Conventions	3	33%	
Writing Strategies	4	18%	

= Number of Correct Items % = Percent Correct

Algebra II

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct Compared to the Percent Correct Range of Proficient Students (0% 25% 50% 75% 100%)
Polynomials and Rational Expressions	3	16%	
Quadratics, Conics, and Complex Numbers	4	25%	
Exponents and Logarithms	7	44%	
Series, Combinatorics, Probability and Statistics	4	29%	

World History

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct Compared to the Percent Correct Range of Proficient Students (0% 25% 50% 75% 100%)
Development of Modern Political Thought	3	23%	
Industrial Expansion and Imperialism	3	30%	
Causes and Effects of the First World War	4	29%	
Causes and Effects of the Second World War	6	46%	
International Developments in the Post-WW II Era	3	30%	

Physics

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct Compared to the Percent Correct Range of Proficient Students (0% 25% 50% 75% 100%)
Motion and Forces	1	8%	
Conservation of Energy and Momentum	4	33%	
Heat and Thermodynamics	3	33%	
Waves	2	20%	
Electric and Magnetic Phenomena	5	45%	
Investigation and Experimentation	2	33%	

California Reading List (CRL)

Your child's recommended California Reading List Number is 9.

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 select California Reading List
- Select 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 - Conditional

U.S. History GRADE 11

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct Compared to the Percent Correct Range of Proficient Students (0% 25% 50% 75% 100%)
Foundations of Amer. Pol. & Social Thought	4	40%	
Industrialization and the U.S. Role as a World Power	3	23%	
United States Between the World Wars	3	25%	
World War II and Foreign Affairs	5	42%	
Post-World War II Domestic Issues	2	15%	

Explanation of Student Report for the CMA

Front Page, Top: Student Information

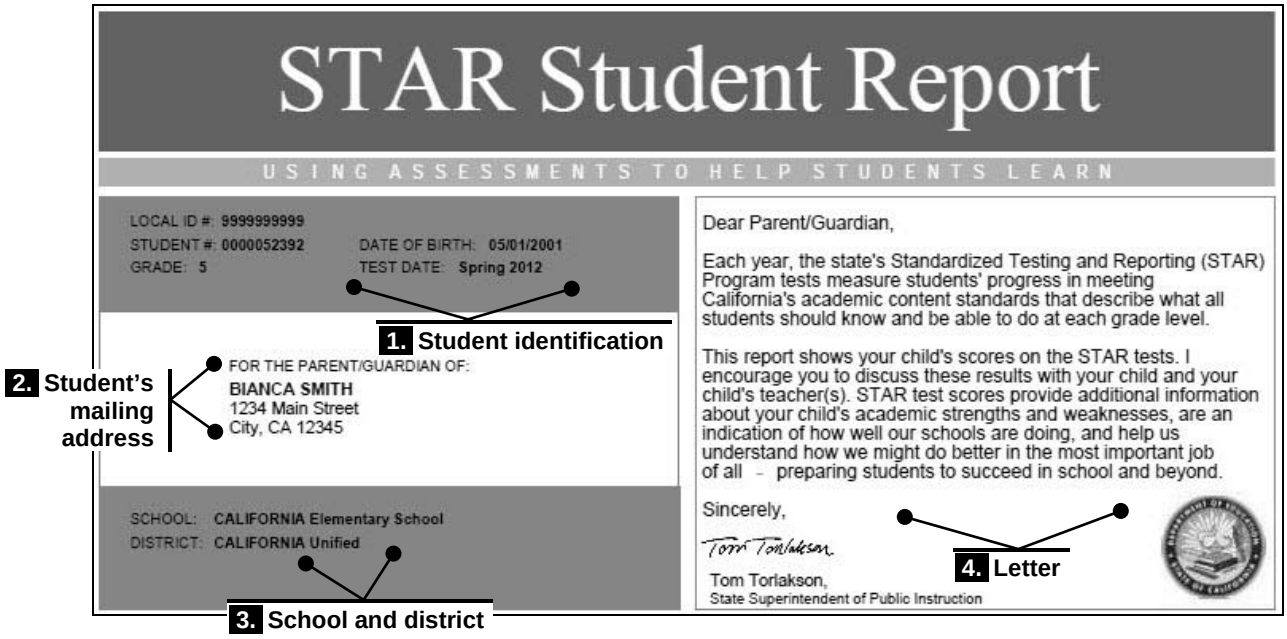


Table II.14 The Student Report for the CMA: Student Information Descriptions

1.	**Student identification**	Information about the student. ***Note:*** 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

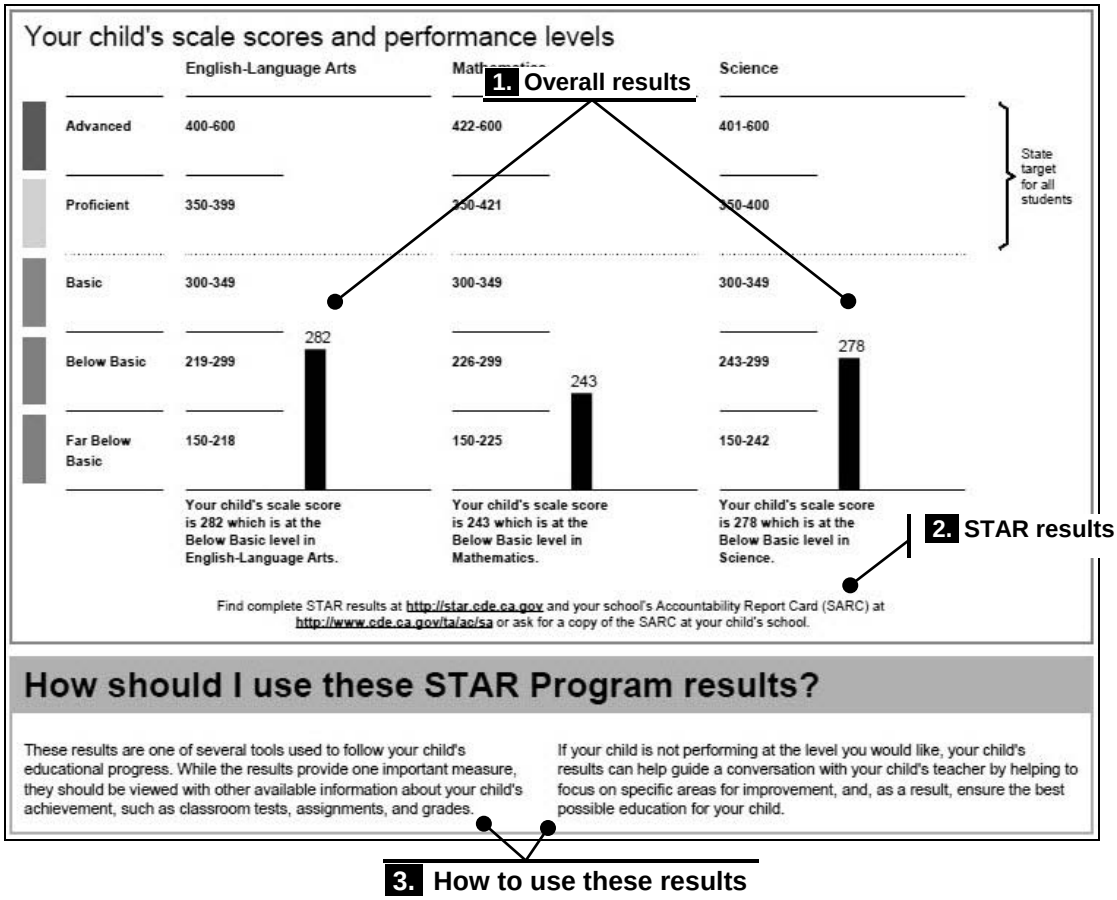


Table II.15 The Student Report for the CMA: Student's Overall Results Descriptions

1. Overall results	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. 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 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

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.

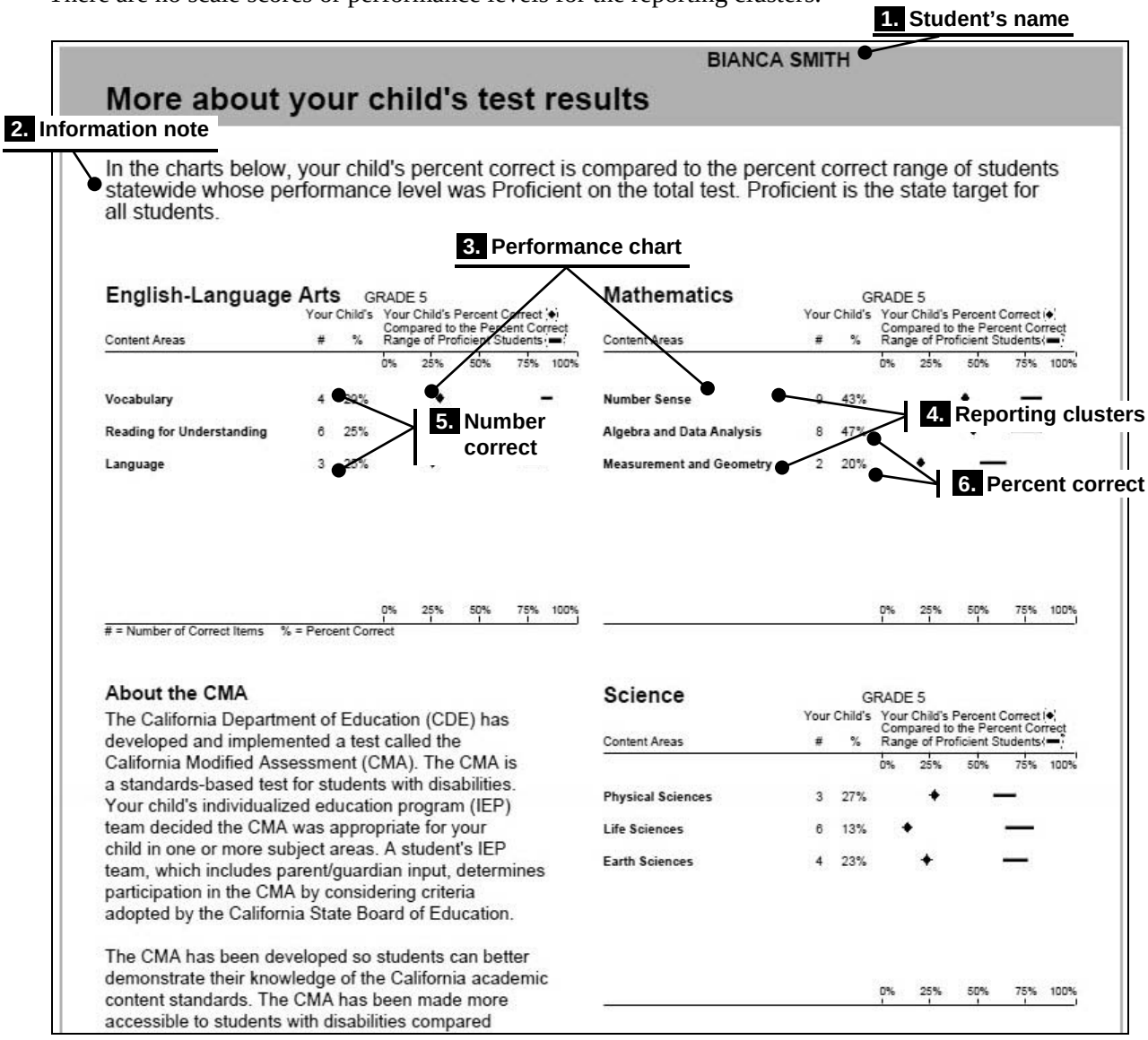


Table II.16 The Student Report for the CMA: Student's Strengths and Needs Descriptions

1.	**Student's name**	The student's name, printed on the back page of all STAR Student Reports.
2.	**Information note**	A note about the information provided in the content-area results that follow.
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 the text above the graphic on this page for a description of the diamond (♦) placement.
4.	**Reporting clusters**	Content area reporting clusters for English–language arts, mathematics, and science.

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.

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

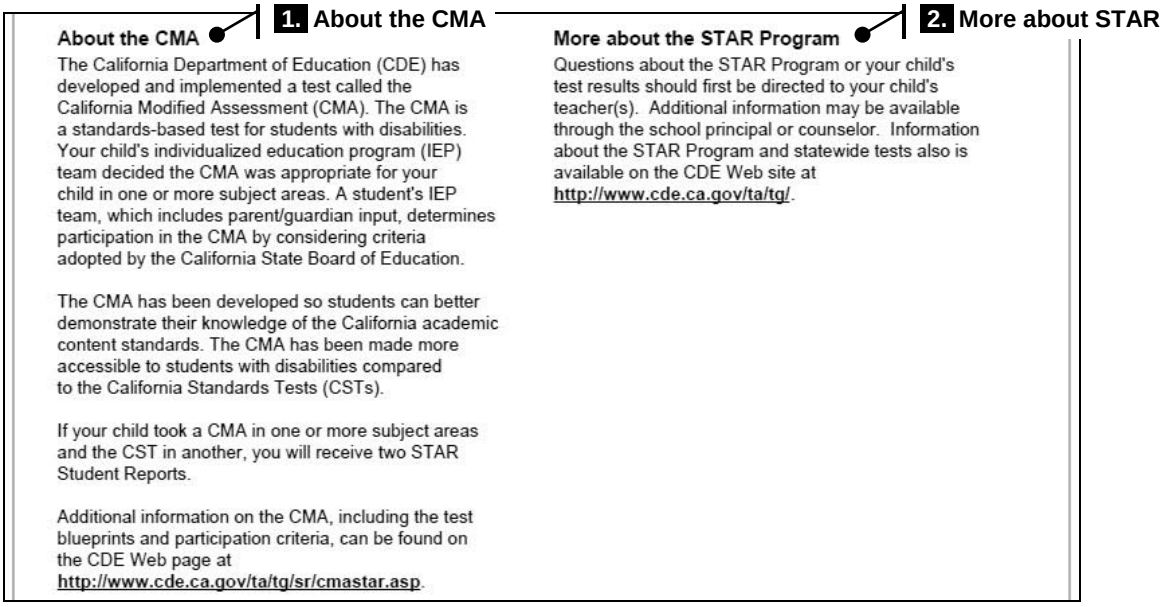


Table II.17 The Student Report for the CMA: More about STAR

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

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: 9999999999
STUDENT #: 0000052392 DATE OF BIRTH: 01/25/1998
GRADE: 8 TEST DATE: Spring 2012

FOR THE PARENT/GUARDIAN OF:
SAN ZHANG
1234 Main Street
City, CA 12345

SCHOOL: CALIFORNIA Middle School
DISTRICT: CALIFORNIA Unified

Dear Parent/Guardian,

Each year, the state's Standardized Testing and Reporting (STAR) Program tests measure students' progress in meeting California's academic content standards that 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 tests. I encourage you to discuss these results with your child and your child's teacher(s). STAR test scores provide additional information about your child's academic strengths and weaknesses, are an indication of how well our schools are doing, and help us understand how we might do better in the most important job of all – preparing students to succeed in school and beyond.

Sincerely,

Tom Torlakson

Tom Torlakson,
State Superintendent of Public Instruction

Your child's results on the CMA

Your child's scale scores and performance levels

	English-Language Arts	Geometry	Science
Advanced	407-600	413-600	406-600
Proficient	350-406	350-412	350-405
Basic	300-349	300-349	300-349
Below Basic	235-299	257-299	264-299
Far Below Basic	150-234	150-256	150-263
Your child's scale score	217	199	224

State target for all students

Your child's scale score is 217 which is at the Far Below Basic level in English-Language Arts.

Your child's scale score is 199 which is at the Far Below Basic level in Geometry.

Your child's scale score is 224 which is at the Far Below 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 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

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct (◆) Compared to the Percent Correct Range of Proficient Students (▬) 0% 25% 50% 75% 100%
Vocabulary	2	33%	
Reading for Understanding	7	29%	
Language	10	42%	

0% 25% 50% 75% 100%

= Number of Correct Items % = Percent Correct

Geometry

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct (◆) Compared to the Percent Correct Range of Proficient Students (▬) 0% 25% 50% 75% 100%
Logic and Geometric Proofs	6	40%	
Volume and Area Formulas	4	29%	
Angle Relationships Constructions, and Lines	5	26%	
Trigonometry	2	17%	

0% 25% 50% 75% 100%

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 and participation criteria, can be found on the CDE Web page at http://www.cde.ca.gov/ta/tg/sr/cmastar.asp.

Science GRADE 8

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct (◆) Compared to the Percent Correct Range of Proficient Students (▬) 0% 25% 50% 75% 100%
Motion	3	16%	
Matter	6	26%	
Earth Science	4	57%	
Investigation and Experimentation	3	60%	

0% 25% 50% 75% 100%

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 and statewide tests also is available on the CDE Web site at http://www.cde.ca.gov/ta/tg/.

Grade Ten, Front

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: 0000999999
STUDENT #: 0000052392 DATE OF BIRTH: 12/17/1996
GRADE: 10 TEST DATE: Spring 2012

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, the state's Standardized Testing and Reporting (STAR) Program tests measure students' progress in meeting California's academic content standards that 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 tests. I encourage you to discuss these results with your child and your child's teacher(s). STAR test scores provide additional information about your child's academic strengths and weaknesses, are an indication of how well our schools are doing, and help us understand how we might do better in the most important job of all – preparing students to succeed in school and beyond.

Sincerely,

Tom Torlakson

Tom Torlakson,
State Superintendent of Public Instruction

Your child's results on the CMA

Your child's scale scores and performance levels

	English-Language Arts	Algebra I	Life Science
Advanced	407-600	410-600	410-600
Proficient	350-406	350-409	350-409
Basic	300-349	300-349	300-349
Below Basic	243-299	251-299	251-299
Far Below Basic	150-242	150-250	150-250
Your child's scale score	208	190	207

State target for all students

Your child's scale score is 208 which is at the Far Below Basic level in English-Language Arts.

Your child's scale score is 190 which is at the Far Below Basic level in Algebra I.

Your child's scale score is 207 which is at the Far Below 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 Ten, Back

ENU MAKENA SMITH

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 10

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct (♦) Compared to the Percent Correct Range of Proficient Students (▬)
			0% 25% 50% 75% 100%
Vocabulary	2	33%	
Reading for Understanding	7	29%	
Language	9	38%	
			0% 25% 50% 75% 100%

= Number of Correct Items % = Percent Correct

Algebra I

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct (♦) Compared to the Percent Correct Range of Proficient Students (▬)
			0% 25% 50% 75% 100%
Number Properties, Operations, and Linear Equations	6	40%	
Graphing and Systems of Linear Equations	4	29%	
Quadratics and Polynomials	3	16%	
Functions and Rational Expressions	3	25%	
			0% 25% 50% 75% 100%

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 and participation criteria, can be found on the CDE Web page at http://www.cde.ca.gov/ta/tg/sr/cmastar.asp.

Life Science

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct (♦) Compared to the Percent Correct Range of Proficient Students (▬)
			0% 25% 50% 75% 100%
Cell Biology and Genetics	3	16%	
Evolution and Ecology	6	26%	
Physiology	2	29%	
Investigation and Experimentation	3	60%	
			0% 25% 50% 75% 100%

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 and statewide tests also is available on the CDE Web site at http://www.cde.ca.gov/ta/tg/.

Explanation of Student Report for the CAPA

Front Page, Top: Student Information

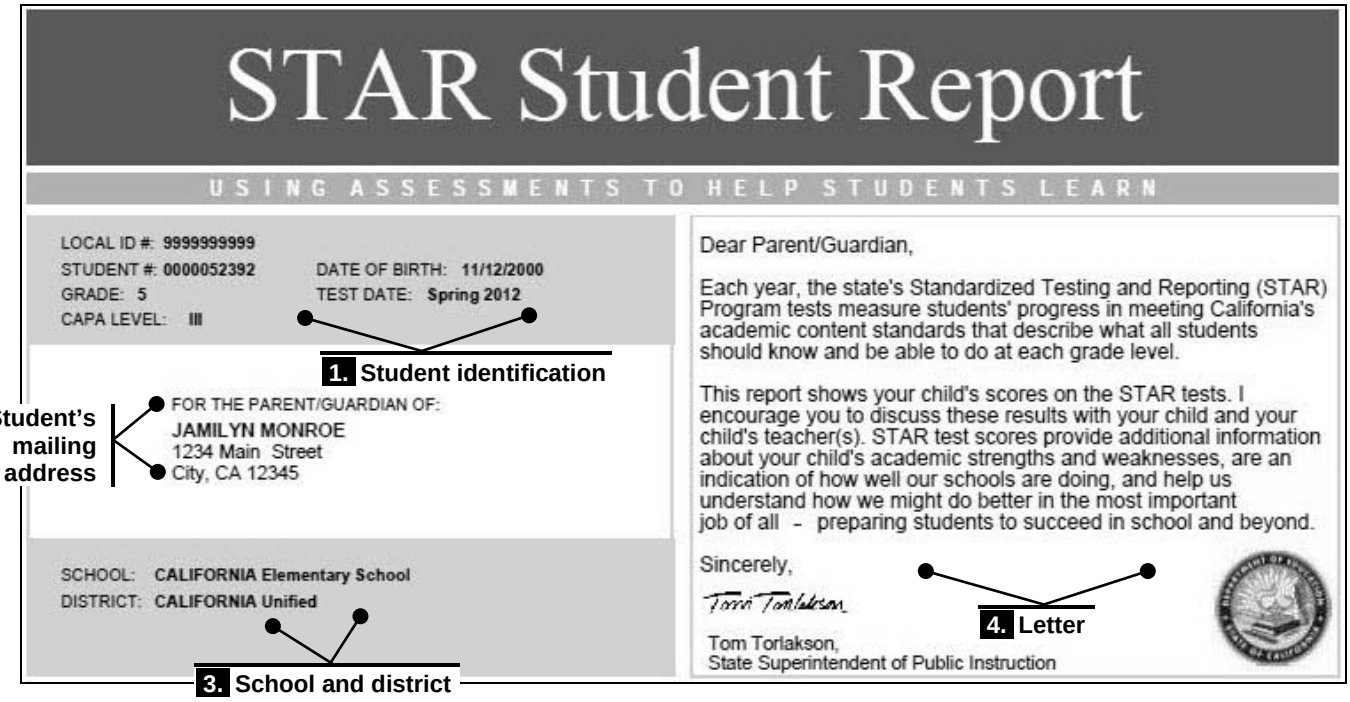


Table II.18 The Student Report for the CAPA: Student Information Descriptions

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

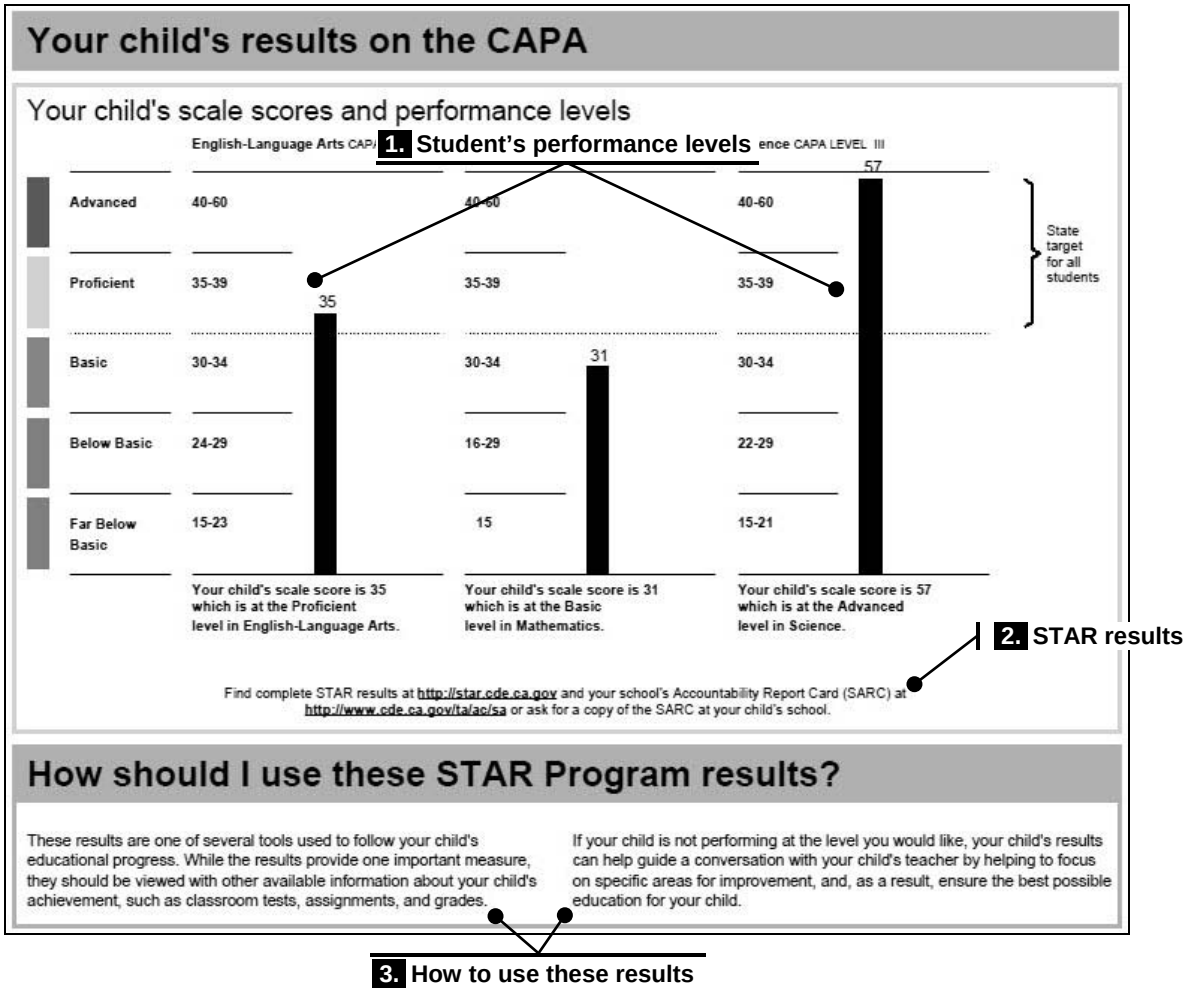


Table II.19 The Student Report for the CAPA: Student's Overall Results Descriptions

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.

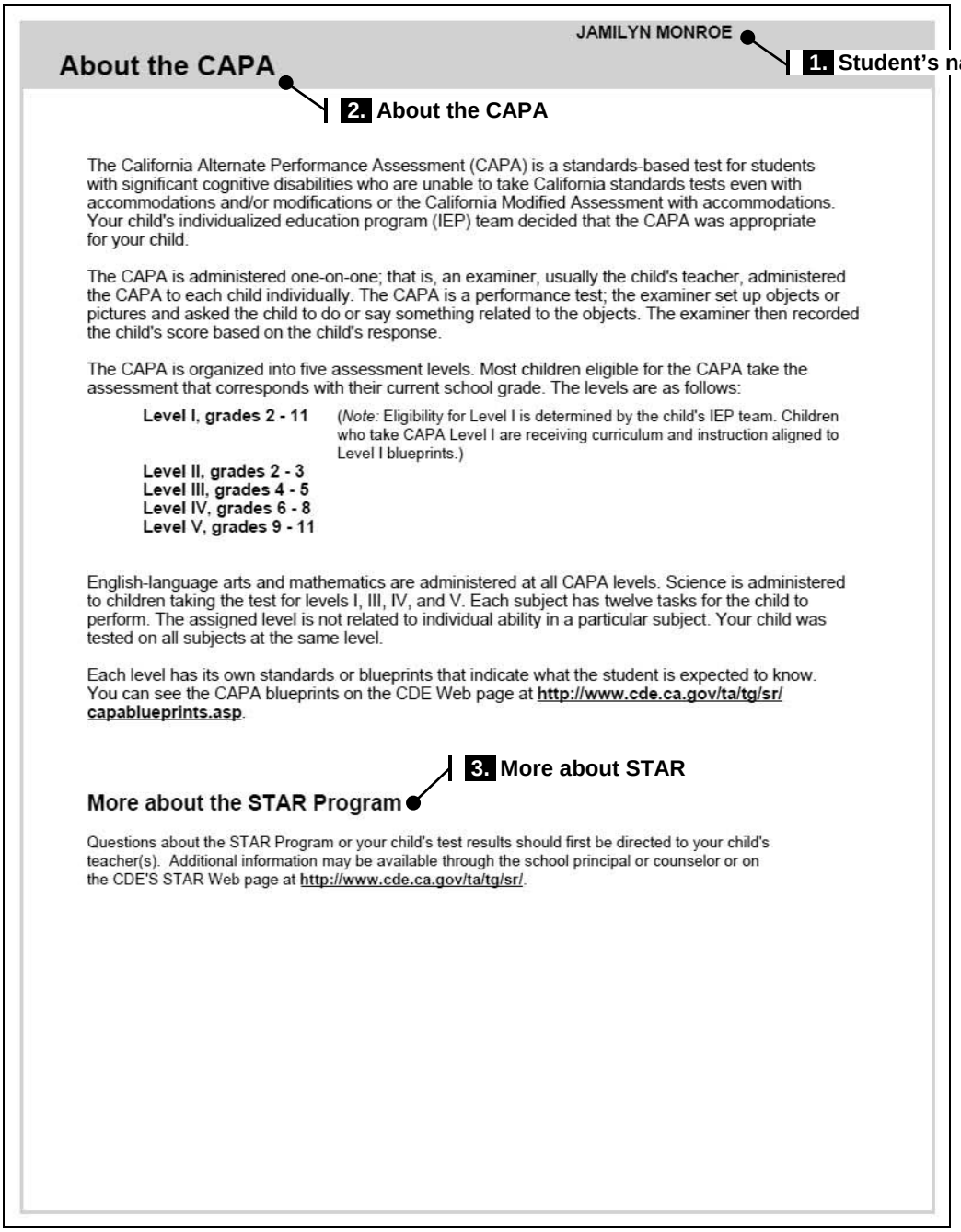


Table II.20 The Student Report for the CAPA: More About CAPA Levels Descriptions

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 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.

Sample of Student Report for the CAPA

Grade Nine, Level I, Front

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: **9999999999**
STUDENT #: **0000052392** DATE OF BIRTH: **02/24/1997**
GRADE: **9** TEST DATE: **Spring 2012**
CAPA LEVEL: **I**

FOR THE PARENT/GUARDIAN OF:
HANS MUSTERMANN
1234 Main Street
City, CA 12345

SCHOOL: **CALIFORNIA High School**
DISTRICT: **CALIFORNIA Unified**

Dear Parent/Guardian,

Each year, the state's Standardized Testing and Reporting (STAR) Program tests measure students' progress in meeting California's academic content standards that describe what all students should know and be able to do at each grade level.

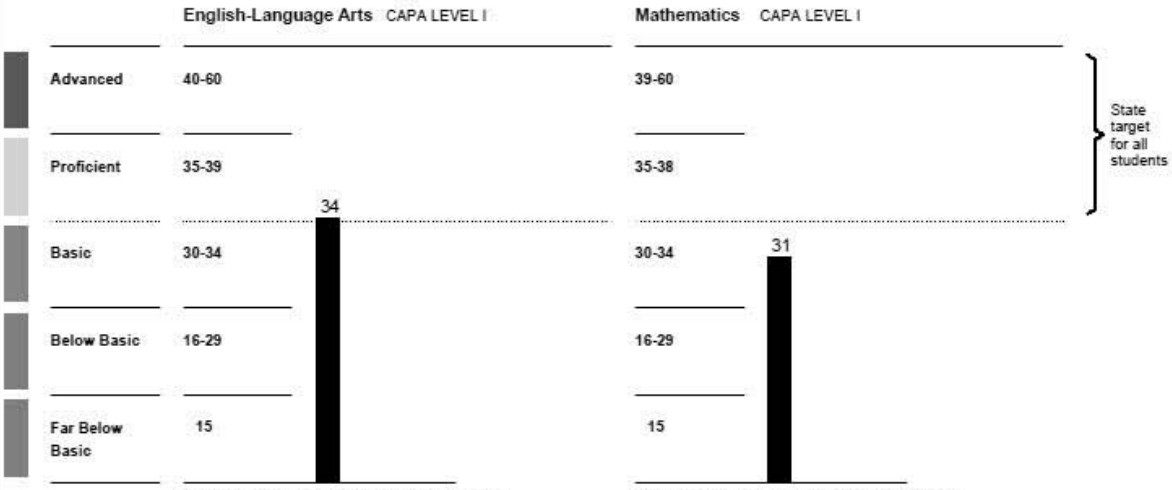
This report shows your child's scores on the STAR tests. I encourage you to discuss these results with your child and your child's teacher(s). STAR test scores provide additional information about your child's academic strengths and weaknesses, are an indication of how well our schools are doing, and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

Sincerely,

Tom Torlakson,
State Superintendent of Public Instruction

Your child's results on the CAPA

Your child's scale scores and performance levels



Your child's scale score is 34 which is at the Basic level in English-Language Arts.

Your child's scale score is 31 which is at the Basic level in Mathematics.

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

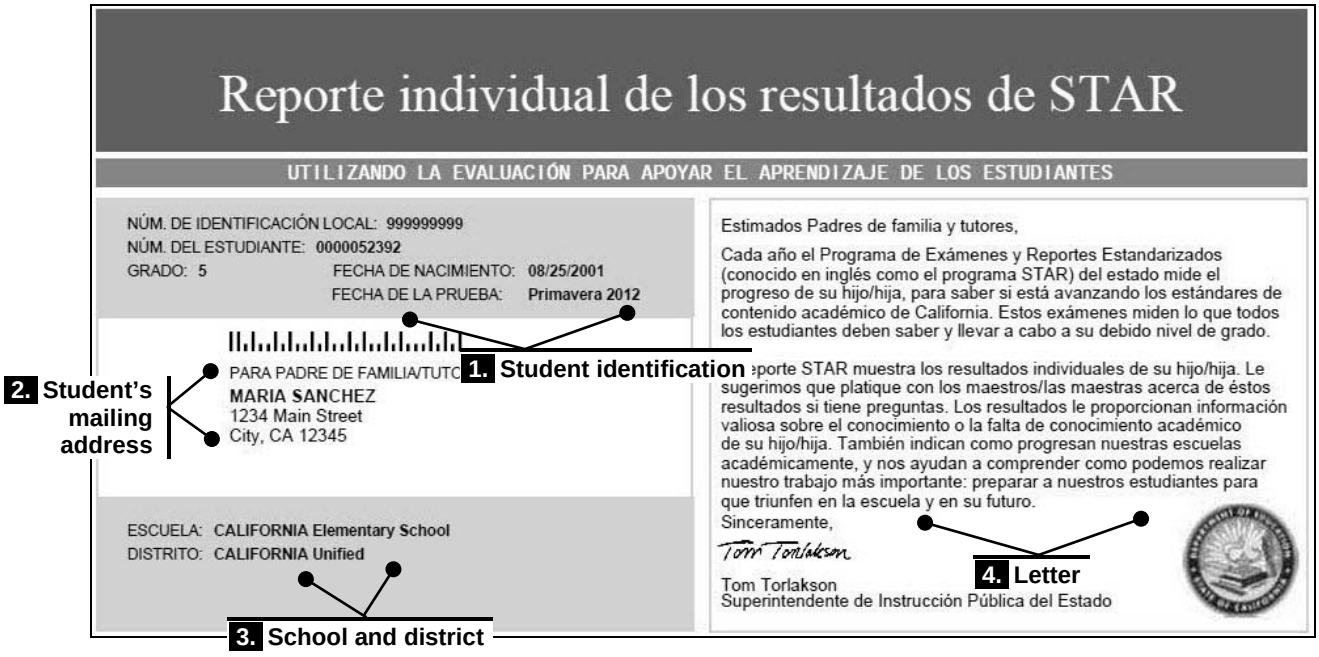


Table II.21 The Student Report for the STS: Student Information Descriptions

1.	**Student identification**	Information about the student. ***Note:*** 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

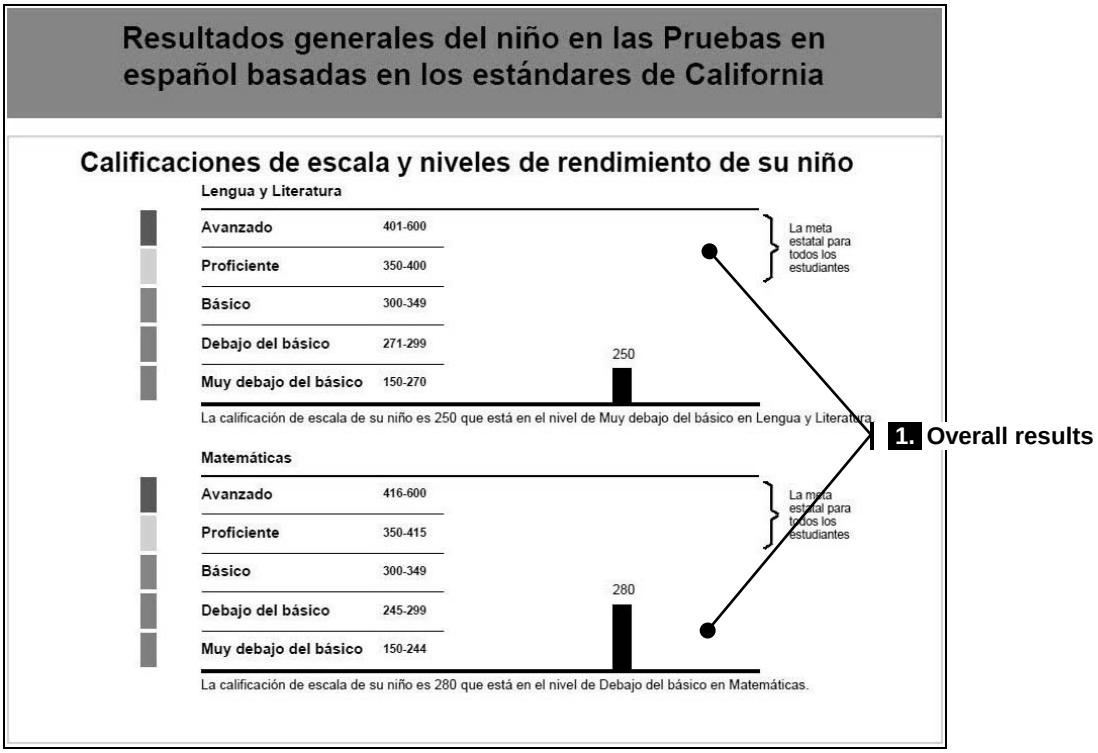


Table II.22 The Student Report for the STS: Student's Overall Results Descriptions

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. 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. **Grades eight through eleven RLA and EOC Algebra I (grades seven through eleven) and Geometry (grades eight through eleven):** 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 "Su niño no tomó la Prueba de los estándares en español en esta materia" (Your child did not take the Standards-based Test in Spanish in this subject); this is 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 reasons. **Test not reported:** If a student did take a particular test but the test could not be scored or is unable to be reported, this is noted as one of the following: • La prueba no se calificó porque el estudiante no respondió el suficiente número de preguntas para producir resultados (Test not scored because student did not answer a sufficient number of questions to produce a score).

- Prueba sin resultados 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.)
- Examen no evaluado, porque el nombre del examen no fue marcado en la hoja de respuestas (Test not scored, because the EOC mathematics test name was not marked on the answer document).

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, the average percent-correct range for proficient students is not available for the reporting clusters in these content areas.

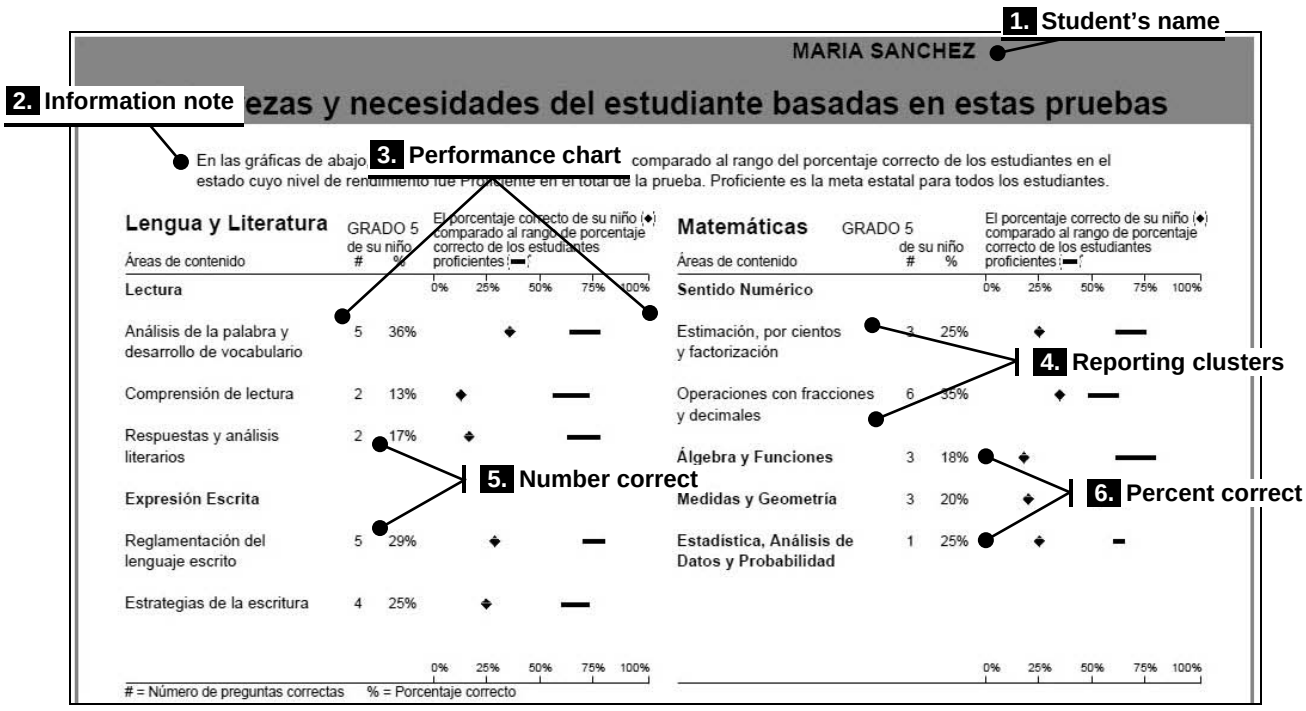
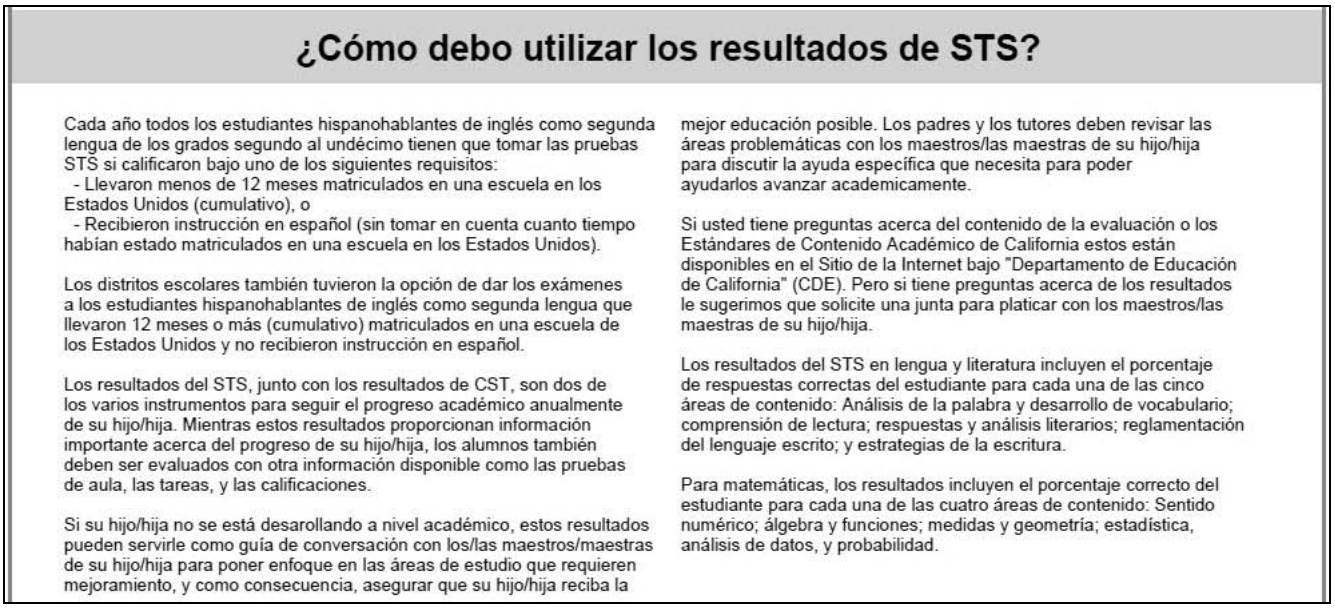


Table II.23 The Student Report for the STS: Student's Strengths and Needs Descriptions

1.	**Student's name**	The student's name, printed on the back page of all STAR Student Reports.
2.	**Information note**	A note about the information provided in the content-area results that follow.

3.	**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. * See the text above the graphic on the previous page for a description of the diamond (♦) placement.
4.	**Reporting clusters**	Content area reporting clusters for RLA and mathematics.
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.

Back Page, Middle: Using STS Results



¿Cómo debo utilizar los resultados de STS?

Cada año todos los estudiantes hispanohablantes de inglés como segunda lengua de los grados segundo al undécimo tienen que tomar las pruebas STS si calificaron bajo uno de los siguientes requisitos:
- 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 también tuvieron la opción de dar los exámenes a los estudiantes hispanohablantes de inglés como segunda lengua que llevaron 12 meses o más (cumulativo) matriculados en una escuela de los Estados Unidos y no recibieron instrucción en español.

Los resultados del STS, junto con los resultados de CST, son dos de los varios instrumentos para seguir el progreso académico anualmente de su hijo/hija. Mientras estos resultados proporcionan información importante acerca del progreso de su hijo/hija, los alumnos también deben ser evaluados con otra información disponible como las pruebas de aula, las tareas, y las calificaciones.

Si su hijo/hija no se está desarollando a nivel académico, estos resultados pueden servirle como guía de conversación con los/las maestros/maestras de su hijo/hija para poner enfoque en las áreas de estudio que requieren mejoramiento, y como consecuencia, asegurar que su hijo/hija reciba la mejor educación posible. Los padres y los tutores deben revisar las áreas problemáticas con los maestros/las maestras de su hijo/hija para discutir la ayuda específica que necesita para poder ayudarlos avanzar academicamente.

Si usted tiene preguntas acerca del contenido de la evaluación o los Estándares de Contenido Académico de California estos están disponibles en el Sitio de la Internet bajo "Departamento de Educación de California" (CDE). Pero si tiene preguntas acerca de los resultados le sugerimos que solicite una junta para platicar con los maestros/las maestras de su hijo/hija.

Los resultados del STS en lengua y literatura incluyen el porcentaje de respuestas correctas 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

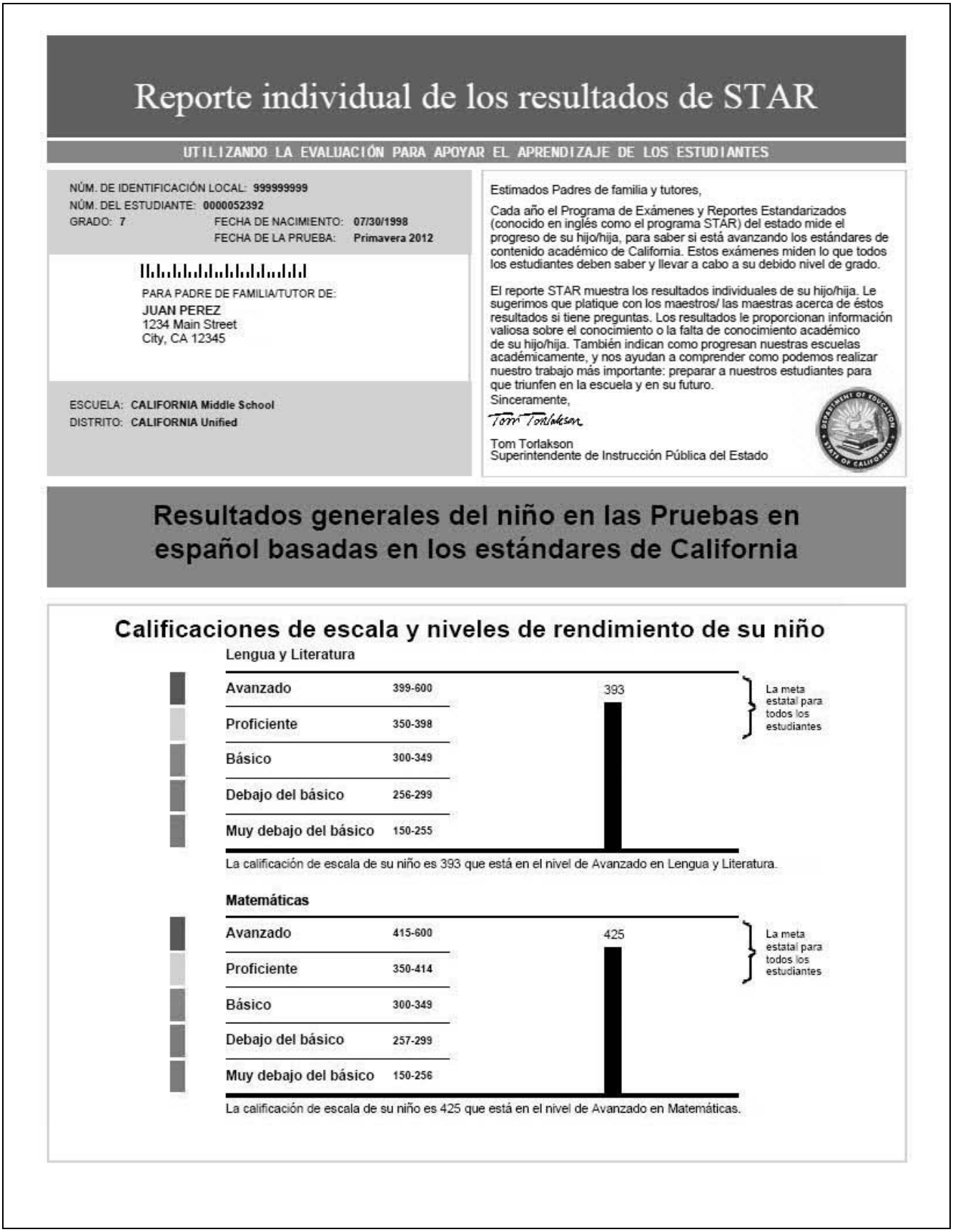
Más sobre el programa STAR

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.

Samples of Student Reports for the STS

Grade Seven, Front



Reporte individual de los resultados de STAR

UTILIZANDO LA EVALUACIÓN PARA APOYAR EL APRENDIZAJE DE LOS ESTUDIANTES

NÚM. DE IDENTIFICACIÓN LOCAL: **999999999**
NÚM. DEL ESTUDIANTE: **0000052392**
GRADO: **7** FECHA DE NACIMIENTO: **07/30/1998**
FECHA DE LA PRUEBA: **Primavera 2012**

PARA PADRE DE FAMILIA/TUTOR DE:
JUAN PEREZ
1234 Main Street
City, CA 12345

ESCUELA: **CALIFORNIA Middle School**
DISTRITO: **CALIFORNIA Unified**

Estimados Padres de familia y tutores,

Cada año el Programa de Exámenes y Reportes Estandarizados (conocido en inglés como el programa STAR) del estado mide el progreso de su hijo/hija, para saber si está avanzando los estándares de contenido académico de California. Estos exámenes miden lo que todos los estudiantes deben saber y llevar a cabo a su debido nivel de grado.

El reporte STAR muestra los resultados individuales de su hijo/hija. Le sugerimos que platique con los maestros/ las maestras acerca de éstos resultados si tiene preguntas. Los resultados le proporcionan información valiosa sobre el conocimiento o la falta de conocimiento académico de su hijo/hija. También indican como progresan nuestras escuelas académicamente, y nos ayudan a comprender como podemos realizar nuestro trabajo más importante: preparar a nuestros estudiantes para que triunfen en la escuela y en su futuro.

Sinceramente,

Tom Torlakson

Tom Torlakson
Superintendente de Instrucción Pública del Estado

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

Calificaciones de escala y niveles de rendimiento de su niño

Lengua y Literatura

Avanzado	399-600
Proficiente	350-398
Básico	300-349
Debajo del básico	256-299
Muy debajo del básico	150-255

393

La meta estatal para todos los estudiantes

La calificación de escala de su niño es 393 que está en el nivel de Avanzado en Lengua y Literatura.

Matemáticas

Avanzado	415-600
Proficiente	350-414
Básico	300-349
Debajo del básico	257-299
Muy debajo del básico	150-256

425

La meta estatal para todos los estudiantes

La calificación de escala de su niño es 425 que está en el nivel de Avanzado en Matemáticas.

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 cuyo nivel de rendimiento fue Proficiente en el total de la prueba. Proficiente es la meta estatal para todos los estudiantes.

Lengua y Literatura — GRADO 7

Áreas de contenido	de su niño #	de su niño %
Lectura		
Análisis de la palabra y desarrollo de vocabulario	8	73%
Comprensión de lectura	9	50%
Respuestas y análisis literarios	9	69%
Expresión Escrita		
Reglamentación del lenguaje escrito	11	69%
Estrategias de la escritura	13	76%

El porcentaje correcto de su niño (◆) comparado al rango de porcentaje correcto de los estudiantes proficientes (▬)

0% 25% 50% 75% 100%

= Número de preguntas correctas % = Porcentaje correcto

Matemáticas — GRADO 7

Áreas de contenido	de su niño #	de su niño %
Sentido Numérico		
Números racionales	10	71%
Exponentes, potencias y raíces	3	38%
Relaciones cuantitativas y evaluación de expresiones	5	50%
Solución de problemas de varios pasos, uso de gráficas y funciones	11	73%
Medidas y Geometría	6	46%
Estadística, Análisis de Datos y Probabilidad	2	40%

El porcentaje correcto de su niño (◆) comparado al rango de porcentaje correcto de los estudiantes proficientes (▬)

0% 25% 50% 75% 100%

¿Cómo debo utilizar los resultados de STS?

Cada año todos los estudiantes hispanohablantes de inglés como segunda lengua de los grados segundo al undécimo tienen que tomar las pruebas STS si calificaron bajo uno de los siguientes requisitos:
- 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 también tuvieron la opción de dar los exámenes a los estudiantes hispanohablantes de inglés como segunda lengua que llevaron 12 meses o más (cumulativo) matriculados en una escuela de los Estados Unidos y no recibieron instrucción en español.

Los resultados del STS, junto con los resultados de CST, son dos de los varios instrumentos para seguir el progreso académico anualmente de su hijo/hija. Mientras estos resultados proporcionan información importante acerca del progreso de su hijo/hija, los alumnos también deben ser evaluados con otra información disponible como las pruebas de aula, las tareas, y las calificaciones.

Si su hijo/hija no se está desarollando a nivel académico, estos resultados pueden servirle como guía de conversación con los/las maestros/maestras de su hijo/hija para poner enfoque en las áreas de estudio que requieren mejoramiento, y como consecuencia, asegurar que su hijo/hija reciba la mejor educación posible. Los padres y los tutores deben revisar las áreas problemáticas con los maestros/las maestras de su hijo/hija para discutir la ayuda específica que necesita para poder ayudarlos avanzar academicamente.

Si usted tiene preguntas acerca del contenido de la evaluación o los Estándares de Contenido Académico de California estos están disponibles en el Sitio de la Internet bajo "Departamento de Educación de California" (CDE). Pero si tiene preguntas acerca de los resultados le sugerimos que solicite una junta para platicar con los maestros/las maestras de su hijo/hija.

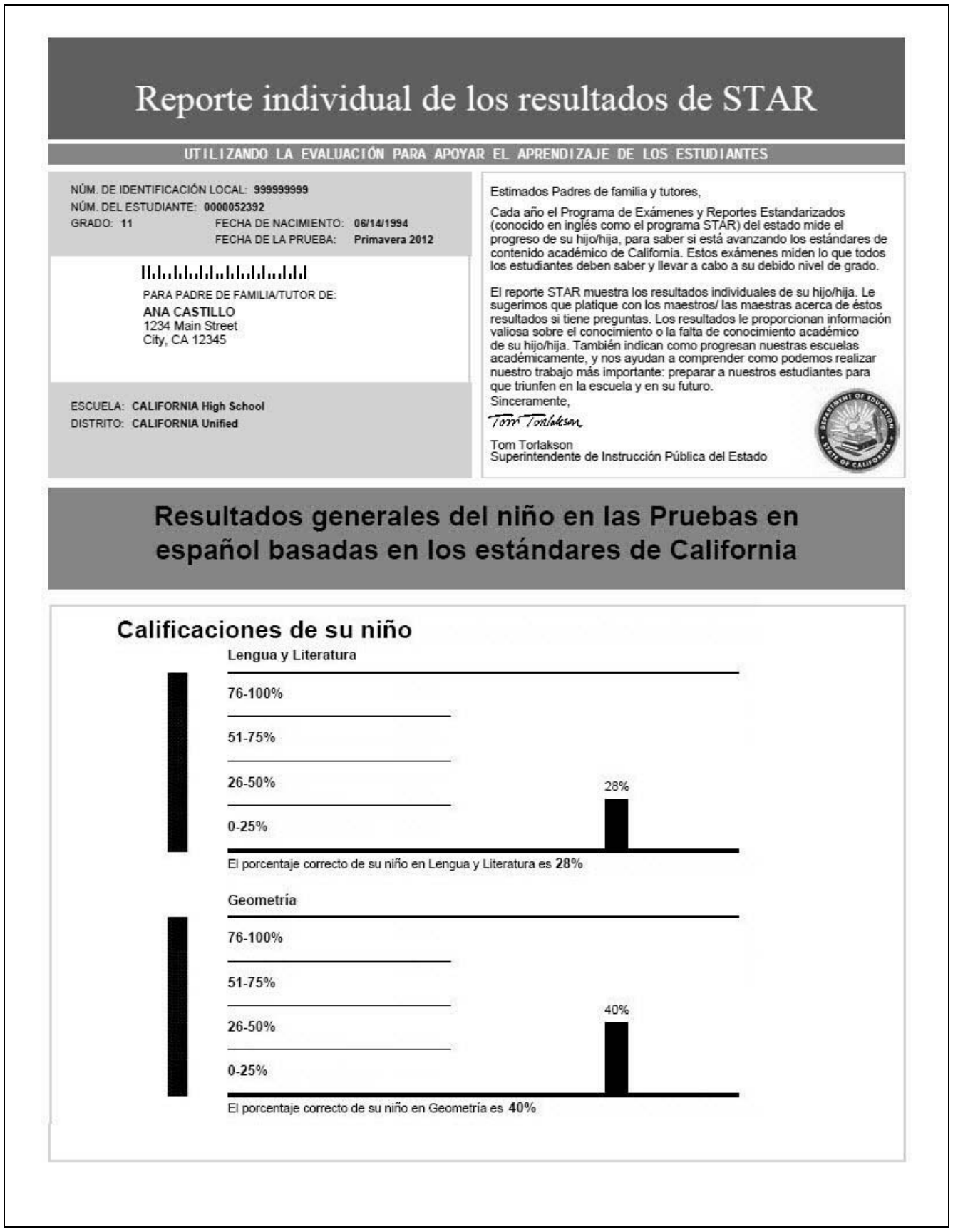
Los resultados del STS en lengua y literatura incluyen el porcentaje de respuestas correctas del estudiante para cada una de las cinco áreas de contenido: Análisis de la palabra y desarrollo de vocabulario; comprensión de lectura; respuestas y análisis literarios; reglamentación del lenguaje escrito;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

Para álgebra, los resultados incluyen el porcentaje correcto del estudiante para cada una de las cuatro áreas de contenido: Propiedades numéricas, operaciones y ecuaciones lineales; gráficas y sistemas de ecuaciones lineales; ecuaciones cuadráticas y polinomios; y funciones y expresiones racionales.

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: **999999999**
NÚM. DEL ESTUDIANTE: **0000052392**
GRADO: **11** FECHA DE NACIMIENTO: **06/14/1994**
FECHA DE LA PRUEBA: **Primavera 2012**

PARA PADRE DE FAMILIA/TUTOR DE:
ANA CASTILLO
1234 Main Street
City, CA 12345

ESCUELA: **CALIFORNIA High School**
DISTRITO: **CALIFORNIA Unified**

Estimados Padres de familia y tutores,

Cada año el Programa de Exámenes y Reportes Estandarizados (conocido en inglés como el programa STAR) del estado mide el progreso de su hijo/hija, para saber si está avanzando los estándares de contenido académico de California. Estos exámenes miden lo que todos los estudiantes deben saber y llevar a cabo a su debido nivel de grado.

El reporte STAR muestra los resultados individuales de su hijo/hija. Le sugerimos que platique con los maestros/ las maestras acerca de éstos resultados si tiene preguntas. Los resultados le proporcionan información valiosa sobre el conocimiento o la falta de conocimiento académico de su hijo/hija. También indican como progresan nuestras escuelas académicamente, y nos ayudan a comprender como podemos realizar nuestro trabajo más importante: preparar a nuestros estudiantes para que triunfen en la escuela y en su futuro.

Sinceramente,

Tom Torlakson

Tom Torlakson
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

GRADO 11

Áreas de contenido	de su niño #	de su niño %
Lectura		
Análisis de la palabra y desarrollo de vocabulario	9	57%
Comprensión de lectura	10	20%
Respuestas y análisis literarios	9	40%
Expresión Escrita		
Reglamentación del lenguaje escrito	15	0%
Estrategias de la escritura	13	14%

0% 25% 50% 75% 100%

= Número de preguntas correctas % = Porcentaje correcto

Geometría

Áreas de contenido	de su niño #	de su niño %
Lógica y pruebas geométricas	7	60%
Fórmulas de volumen y área	4	44%
Relación de ángulos, construcciones y rectas	6	31%
Trigonometría	15	25%

0% 25% 50% 75% 100%

¿Cómo debo utilizar los resultados de STS?

Cada año todos los estudiantes hispanohablantes de inglés como segunda lengua de los grados segundo al undécimo tienen que tomar las pruebas STS si calificaron bajo uno de los siguientes requisitos:
- 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 también tuvieron la opción de dar los exámenes a los estudiantes hispanohablantes de inglés como segunda lengua que llevaron 12 meses o más (cumulativo) matriculados en una escuela de los Estados Unidos y no recibieron instrucción en español.

Los resultados del STS, junto con los resultados de CST, son dos de los varios instrumentos para seguir el progreso académico anualmente de su hijo/hija. Mientras estos resultados proporcionan información importante acerca del progreso de su hijo/hija, los alumnos también deben ser evaluados con otra información disponible como las pruebas de aula, las tareas, y las calificaciones.

Si su hijo/hija no se está desarollando a nivel académico, estos resultados pueden servirle como guía de conversación con los/las maestros/maestras de su hijo/hija para poner enfoque en las áreas de estudio que requieren mejoramiento, y como consecuencia, asegurar que su hijo/hija reciba la mejor educación posible. Los padres y los tutores deben revisar las áreas problemáticas con los maestros/las maestras de su hijo/hija para discutir la ayuda específica que necesita para poder ayudarlos avanzar academicamente.

Si usted tiene preguntas acerca del contenido de la evaluación o los Estándares de Contenido Académico de California estos están disponibles en el Sitio de la Internet bajo "Departamento de Educación de California" (CDE). Pero si tiene preguntas acerca de los resultados le sugerimos que solicite una junta para platicar con los maestros/las maestras de su hijo/hija.

Los resultados del STS en lengua y literatura incluyen el porcentaje de respuestas correctas 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 álgebra, los resultados incluyen el porcentaje correcto del estudiante para cada una de las cuatro áreas de contenido: Propiedades numéricas, operaciones y ecuaciones lineales; gráficas y sistemas de ecuaciones lineales; ecuaciones cuadráticas y polinomios; y funciones y expresiones racionales.

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 the CSTs, CMA, CAPA, and STS for grade-level RLA and mathematics in grades two through seven:

- Percent of students scoring at each performance level
- 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, CMA, and CAPA

For the STS for RLA in grades eight through eleven and EOC Algebra I and Geometry for grades seven through eleven, average percent correct results are displayed.

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.

Late August 2012	First preliminary Internet file	This posting will include results for student tests that were received for scoring by July 1, 2012. Results for schools and school districts that were not received for scoring by July 1 will not be included.
Early October 2012	Second preliminary Internet file	This posting adds reports for districts/schools processed during August.
Approximately January 2013	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

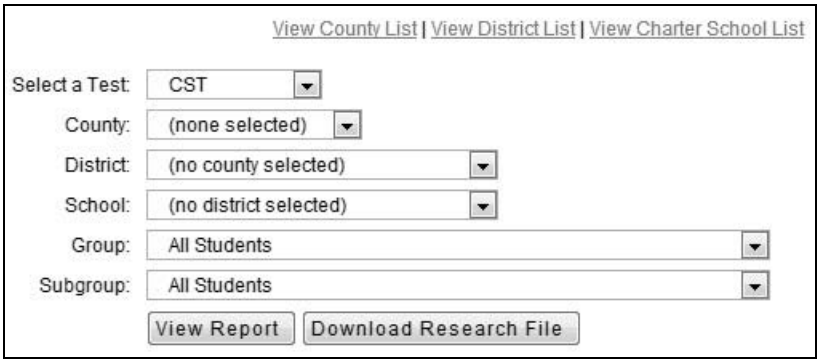
Accessing the STAR Reporting Web Site

1. Go to http://star.cde.ca.gov/ to open the Standardized Testing and Reporting (STAR) Results Web page.
2. Select the link 2012 STAR Test Results link in the "2012 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.



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
   - Ethnicity for Economically Disadvantaged
   - Ethnicity for Not Economically Disadvantaged
   - 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 STAR 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 2012 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 Downloading STAR 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, CMA , and CAPA. These reports provide performance data for students in all grades by economic status and ethnicity.

STAR Internet Reports

Purpose	To provide public access to the STAR results for: • 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	▪ Percent of students scoring within each performance level for the CSTs, CMA, CAPA; and the STS for grades two through seven (grade-level RLA and mathematics). ▪ Percent correct for students who have taken 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

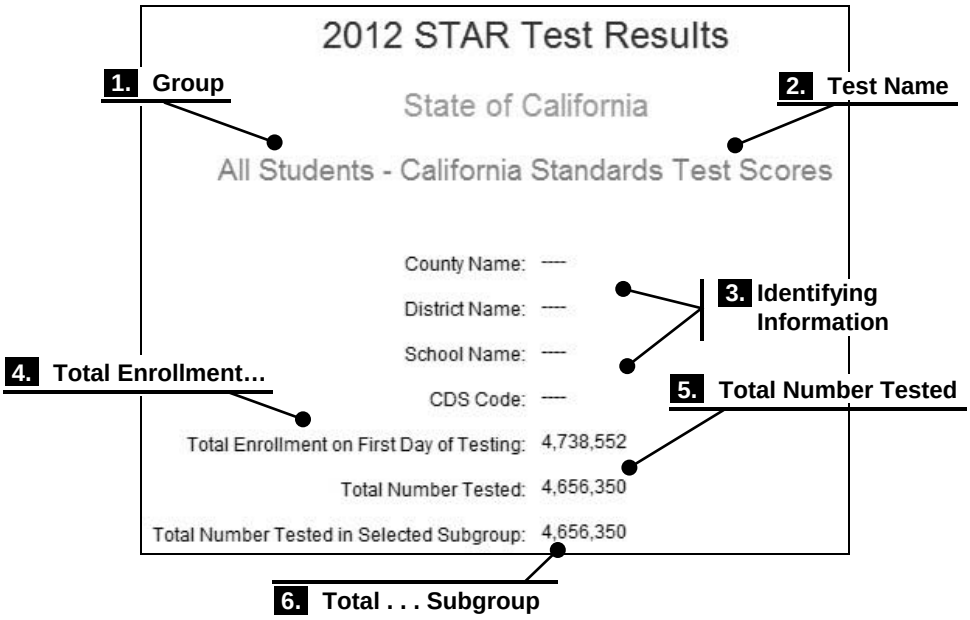
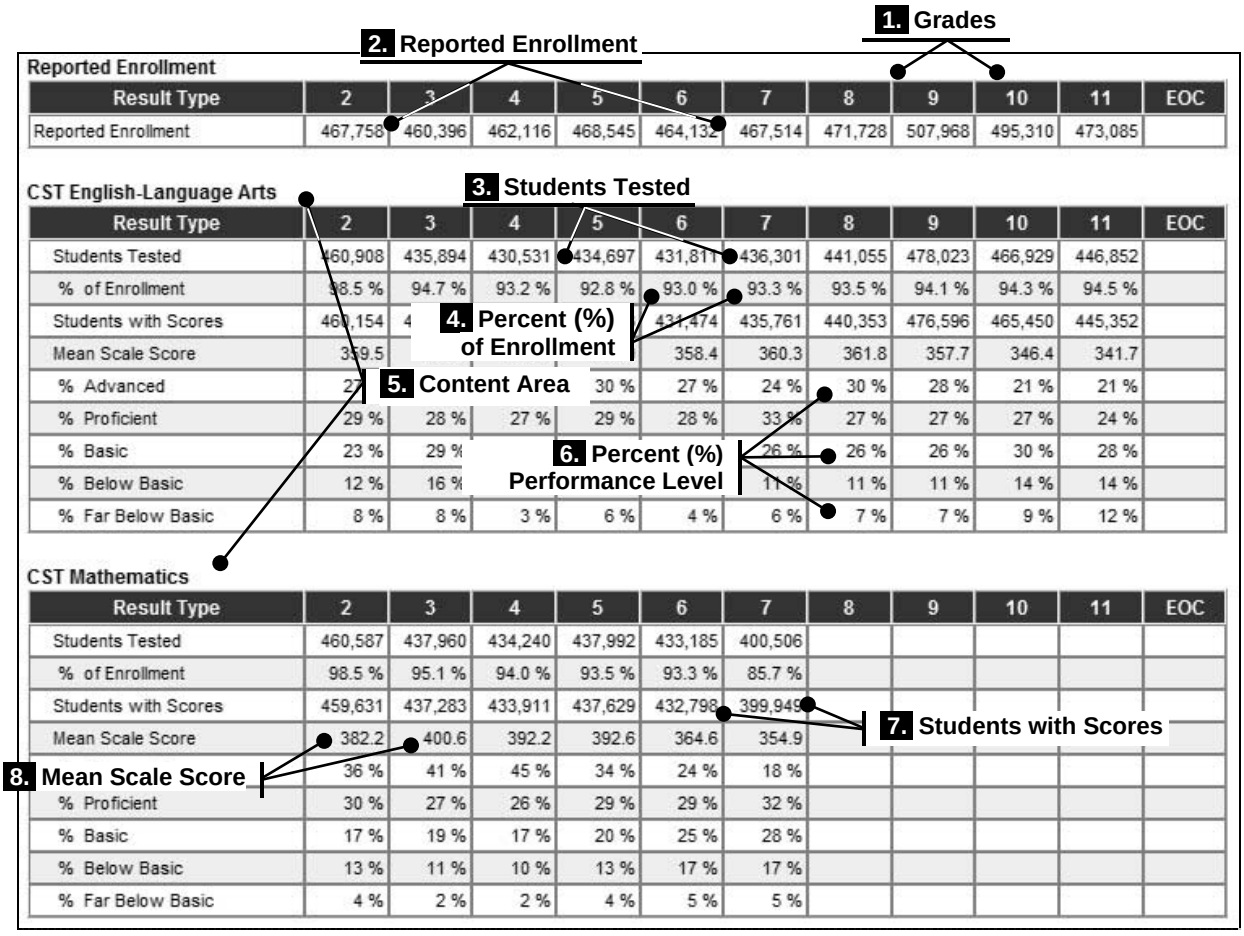


Table II.24 Descriptions of Internet Report Headers

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: • 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



Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	467,758	460,396	462,116	468,545	464,132	467,514	471,728	507,968	495,310	473,085	

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	460,908	435,894	430,531	434,697	431,811	436,301	441,055	478,023	466,929	446,852	
% of Enrollment	98.5 %	94.7 %	93.2 %	92.8 %	93.0 %	93.3 %	93.5 %	94.1 %	94.3 %	94.5 %	
Students with Scores	460,154	4			431,474	435,761	440,353	476,596	465,450	445,352	
Mean Scale Score	359.5				358.4	360.3	361.8	357.7	346.4	341.7	
% Advanced	27			30 %	27 %	24 %	30 %	28 %	21 %	21 %	
% Proficient	29 %	28 %	27 %	29 %	28 %	33 %	27 %	27 %	27 %	24 %	
% Basic	23 %	29 %				26 %	26 %	26 %	30 %	28 %	
% Below Basic	12 %	16 %				11 %	11 %	11 %	14 %	14 %	
% Far Below Basic	8 %	8 %	3 %	6 %	4 %	6 %	7 %	7 %	9 %	12 %	

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	460,587	437,960	434,240	437,992	433,185	400,506					
% of Enrollment	98.5 %	95.1 %	94.0 %	93.5 %	93.3 %	85.7 %					
Students with Scores	459,631	437,283	433,911	437,629	432,798	399,945					
Mean Scale Score	382.2	400.6	392.2	392.6	364.6	354.9					
	36 %	41 %	45 %	34 %	24 %	18 %					
% Proficient	30 %	27 %	26 %	29 %	29 %	32 %					
% Basic	17 %	19 %	17 %	20 %	25 %	28 %					
% Below Basic	13 %	11 %	10 %	13 %	17 %	17 %					
% Far Below Basic	4 %	2 %	2 %	4 %	5 %	5 %					

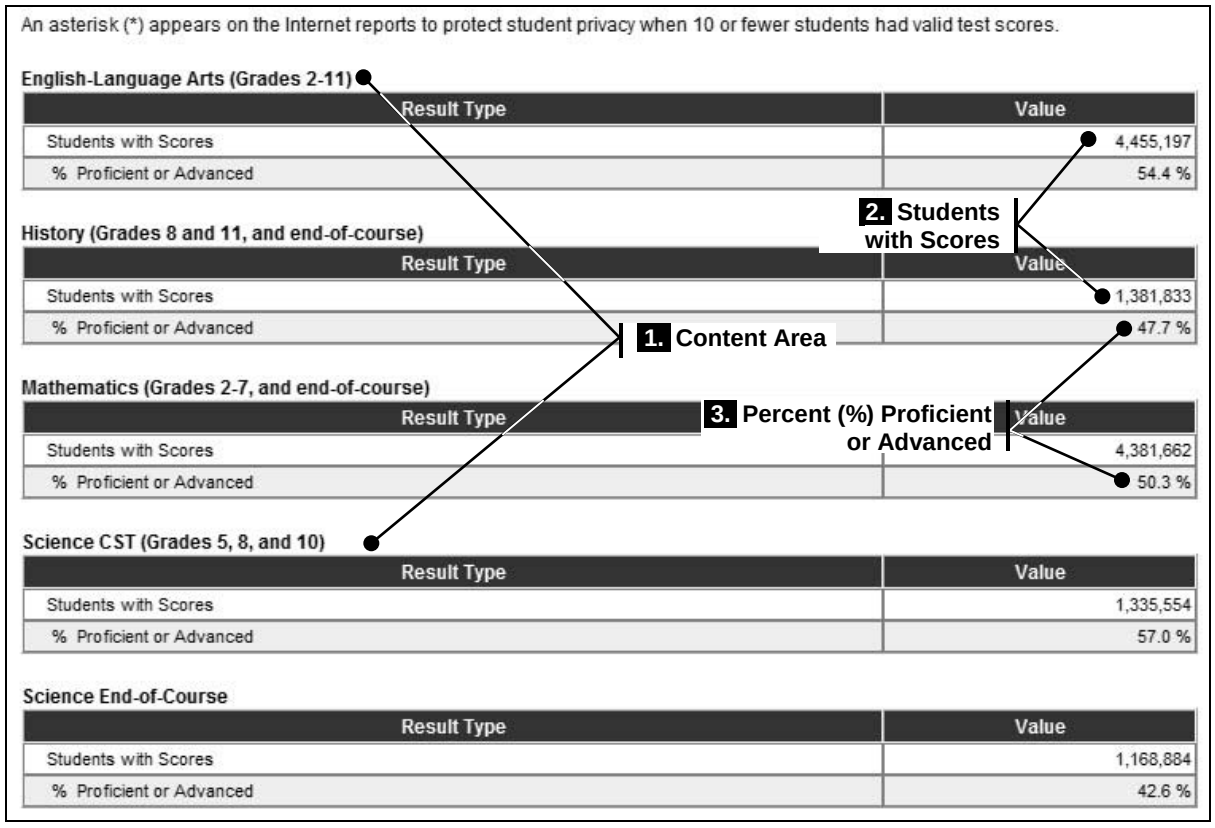
Note: Data displayed are for demonstration purposes only and may not reflect valid data.

Table II.25 Descriptions of the Internet CST Scores Report

1.	**Grades**	Grades tested. EOC test sections show totals for mathematics, history–social science, and science EOC tests for all applicable 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.	**Percent (%) Performance Level**	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: • 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

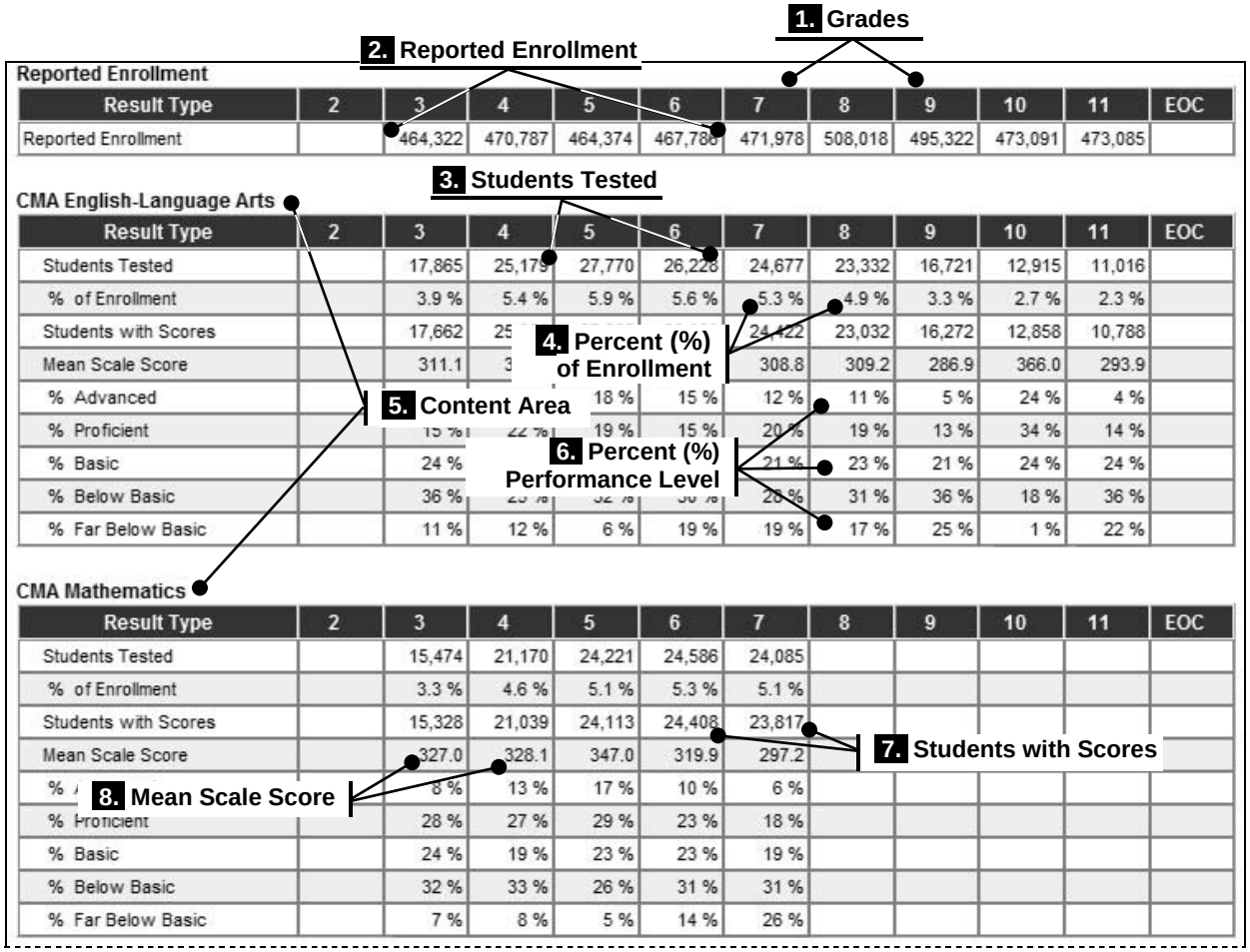


Note: Data displayed are for demonstration purposes only and may not reflect valid data.

Table II.26 Descriptions of the Internet CST Summary Report

1.	**Content Area**	Subjects assessed: • 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**	Number of students who took a test and whose testing resulted in scores. Number includes students who tested with modifications but does not include: • 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**	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.

CMA Scores



Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment		464,322	470,787	464,374	467,788	471,978	508,018	495,322	473,091	473,085	

CMA English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested		17,865	25,179	27,770	26,228	24,677	23,332	16,721	12,915	11,016	
% of Enrollment		3.9 %	5.4 %	5.9 %	5.6 %	5.3 %	4.9 %	3.3 %	2.7 %	2.3 %	
Students with Scores		17,662	25			24,422	23,032	16,272	12,858	10,788	
Mean Scale Score		311.1	3			308.8	309.2	286.9	366.0	293.9	
% Advanced				18 %	15 %	12 %	11 %	5 %	24 %	4 %	
% Proficient				19 %	15 %	20 %	19 %	13 %	34 %	14 %	
% Basic		24 %				21 %	23 %	21 %	24 %	24 %	
% Below Basic		36 %				28 %	31 %	36 %	18 %	36 %	
% Far Below Basic		11 %	12 %	6 %	19 %	19 %	17 %	25 %	1 %	22 %	

CMA Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested		15,474	21,170	24,221	24,586	24,085					
% of Enrollment		3.3 %	4.6 %	5.1 %	5.3 %	5.1 %					
Students with Scores		15,328	21,039	24,113	24,408	23,817					
Mean Scale Score		327.0	328.1	347.0	319.9	297.2					
%		8 %	13 %	17 %	10 %	6 %					
% Proficient		28 %	27 %	29 %	23 %	18 %					
% Basic		24 %	19 %	23 %	23 %	19 %					
% Below Basic		32 %	33 %	26 %	31 %	31 %					
% Far Below Basic		7 %	8 %	5 %	14 %	26 %					

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

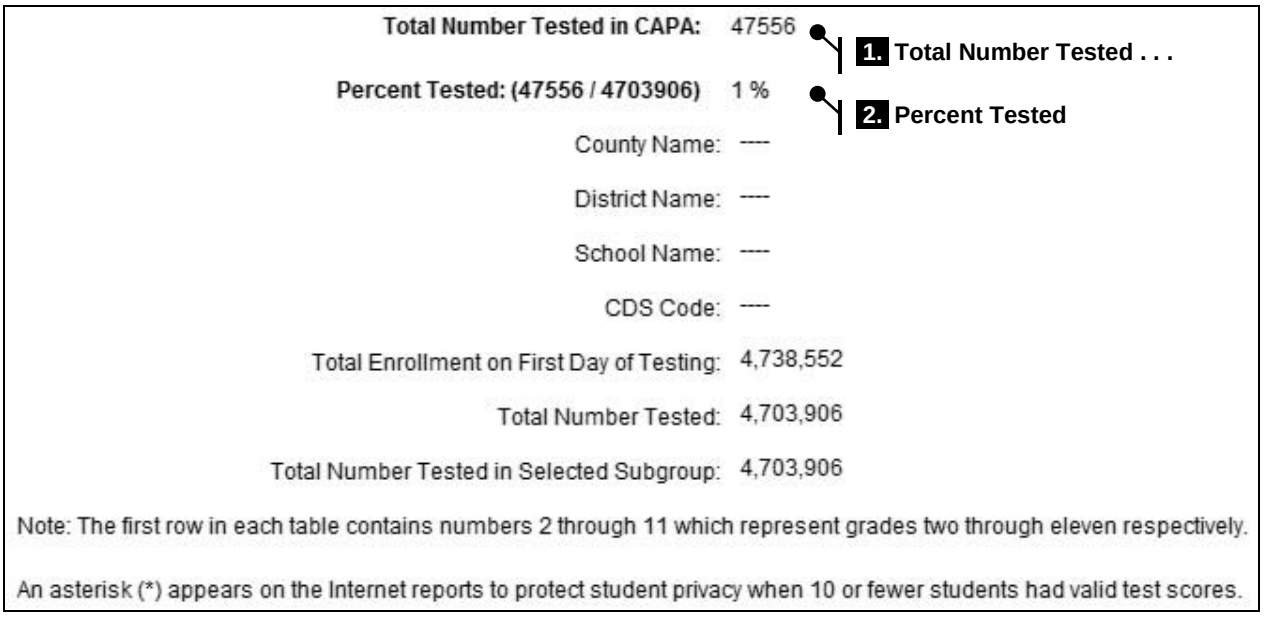
Table II.27 Descriptions of the Internet CMA Scores Report

1.	**Grades**	Grades tested. EOC test section shows totals for mathematics EOC tests for all applicable 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.	**Percent (%) Performance Level**	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 the CMA and whose testing resulted in scores. Number does not include: • Incomplete tests • Students with inconsistent grades (test did not match student's grade level) • Unknown EOC mathematics 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 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.)

CAPA Scores: State

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

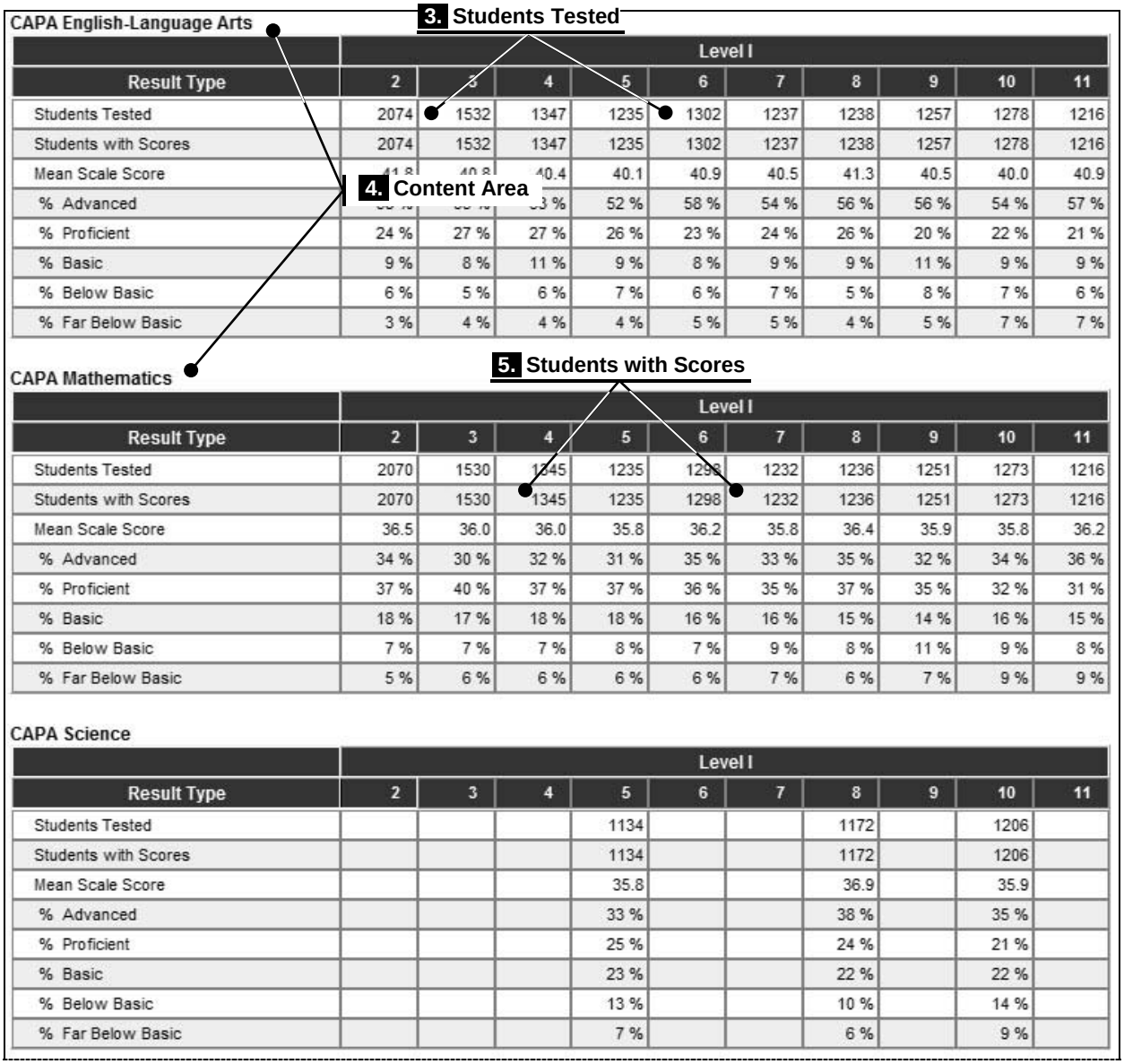
- The state report includes a separate table for Level I students.
- The state report shows each grade and performance level.



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

	Level I									
Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	2074	1532	1347	1235	1302	1237	1238	1257	1278	1216
Students with Scores	2074	1532	1347	1235	1302	1237	1238	1257	1278	1216
Mean Scale Score	[illegible]	[illegible]	40.4	40.1	40.9	40.5	41.3	40.5	40.0	40.9
% Advanced	[illegible]	[illegible]	[illegible] %	52 %	58 %	54 %	56 %	56 %	54 %	57 %
% Proficient	24 %	27 %	27 %	26 %	23 %	24 %	26 %	20 %	22 %	21 %
% Basic	9 %	8 %	11 %	9 %	8 %	9 %	9 %	11 %	9 %	9 %
% Below Basic	6 %	5 %	6 %	7 %	6 %	7 %	5 %	8 %	7 %	6 %
% Far Below Basic	3 %	4 %	4 %	4 %	5 %	5 %	4 %	5 %	7 %	7 %

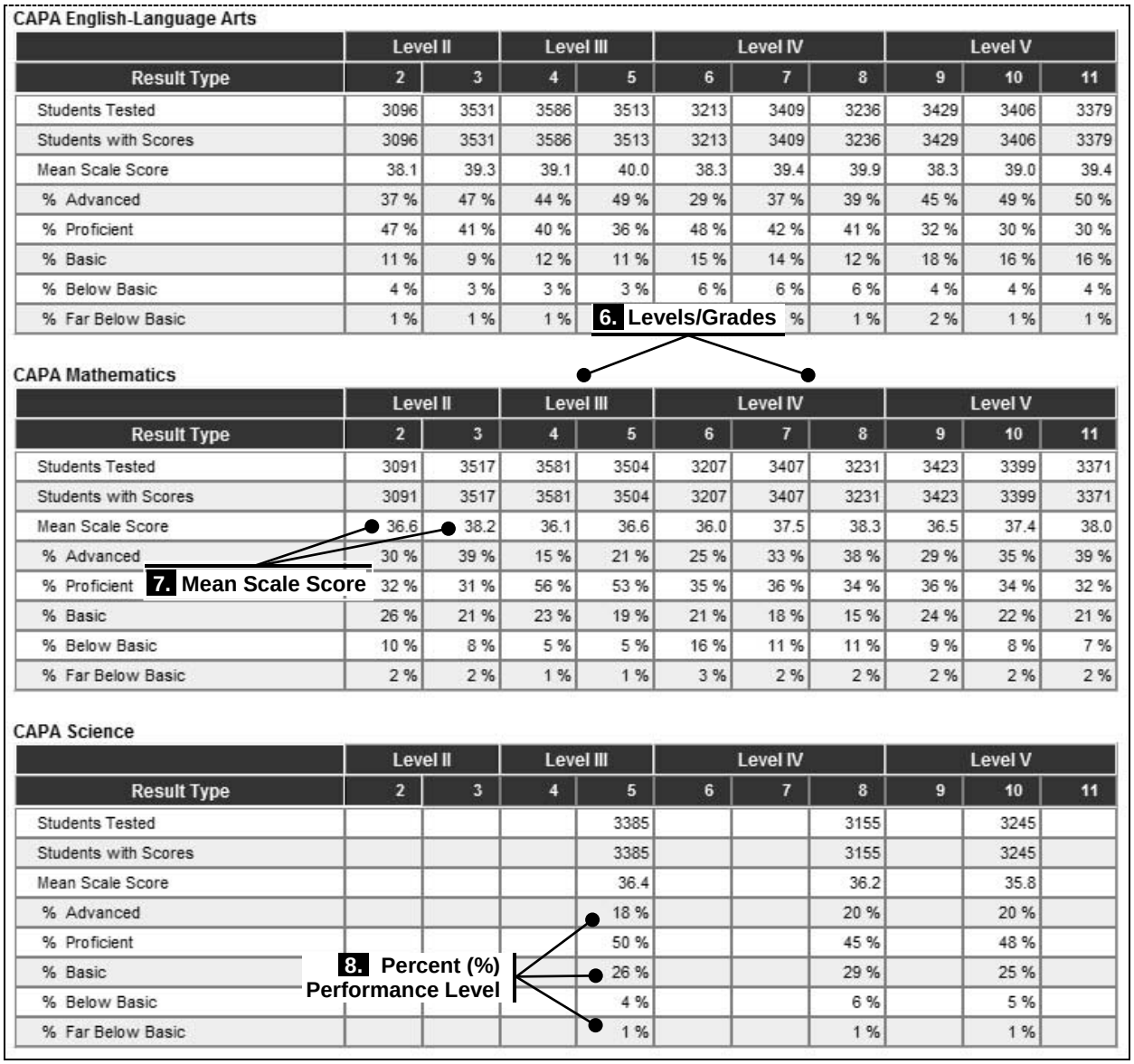
CAPA Mathematics

	Level I									
Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	2070	1530	1345	1235	1298	1232	1236	1251	1273	1216
Students with Scores	2070	1530	1345	1235	1298	1232	1236	1251	1273	1216
Mean Scale Score	36.5	36.0	36.0	35.8	36.2	35.8	36.4	35.9	35.8	36.2
% Advanced	34 %	30 %	32 %	31 %	35 %	33 %	35 %	32 %	34 %	36 %
% Proficient	37 %	40 %	37 %	37 %	36 %	35 %	37 %	35 %	32 %	31 %
% Basic	18 %	17 %	18 %	18 %	16 %	16 %	15 %	14 %	16 %	15 %
% Below Basic	7 %	7 %	7 %	8 %	7 %	9 %	8 %	11 %	9 %	8 %
% Far Below Basic	5 %	6 %	6 %	6 %	6 %	7 %	6 %	7 %	9 %	9 %

CAPA Science

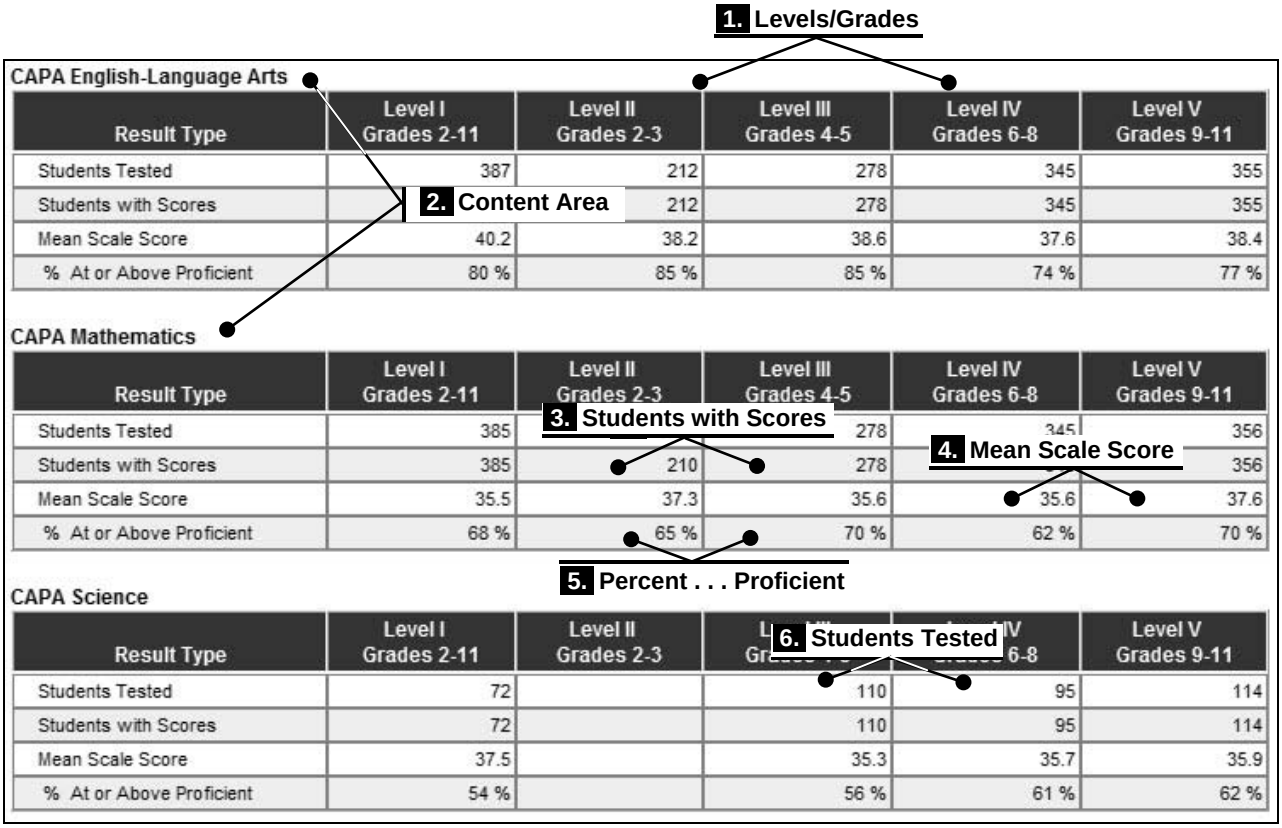
	Level I									
Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested				1134			1172		1206	
Students with Scores				1134			1172		1206	
Mean Scale Score				35.8			36.9		35.9	
% Advanced				33 %			38 %		35 %	
% Proficient				25 %			24 %		21 %	
% Basic				23 %			22 %		22 %	
% Below Basic				13 %			10 %		14 %	
% Far Below Basic				7 %			6 %		9 %	

3.	**Students Tested**	Number of students taking this assessment, including students who did not respond.
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: • Incomplete tests • Students with inconsistent grades (test did not match student's grade level) except for CAPA Level I



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. Percent (%) Performance Level	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



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	387	212	278	345	355
Students with Scores		212	278	345	355
Mean Scale Score	40.2	38.2	38.6	37.6	38.4
% At or Above Proficient	80 %	85 %	85 %	74 %	77 %

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	385		278	345	356
Students with Scores	385	210	278		356
Mean Scale Score	35.5	37.3	35.6	35.6	37.6
% At or Above Proficient	68 %	65 %	70 %	62 %	70 %

CAPA Science

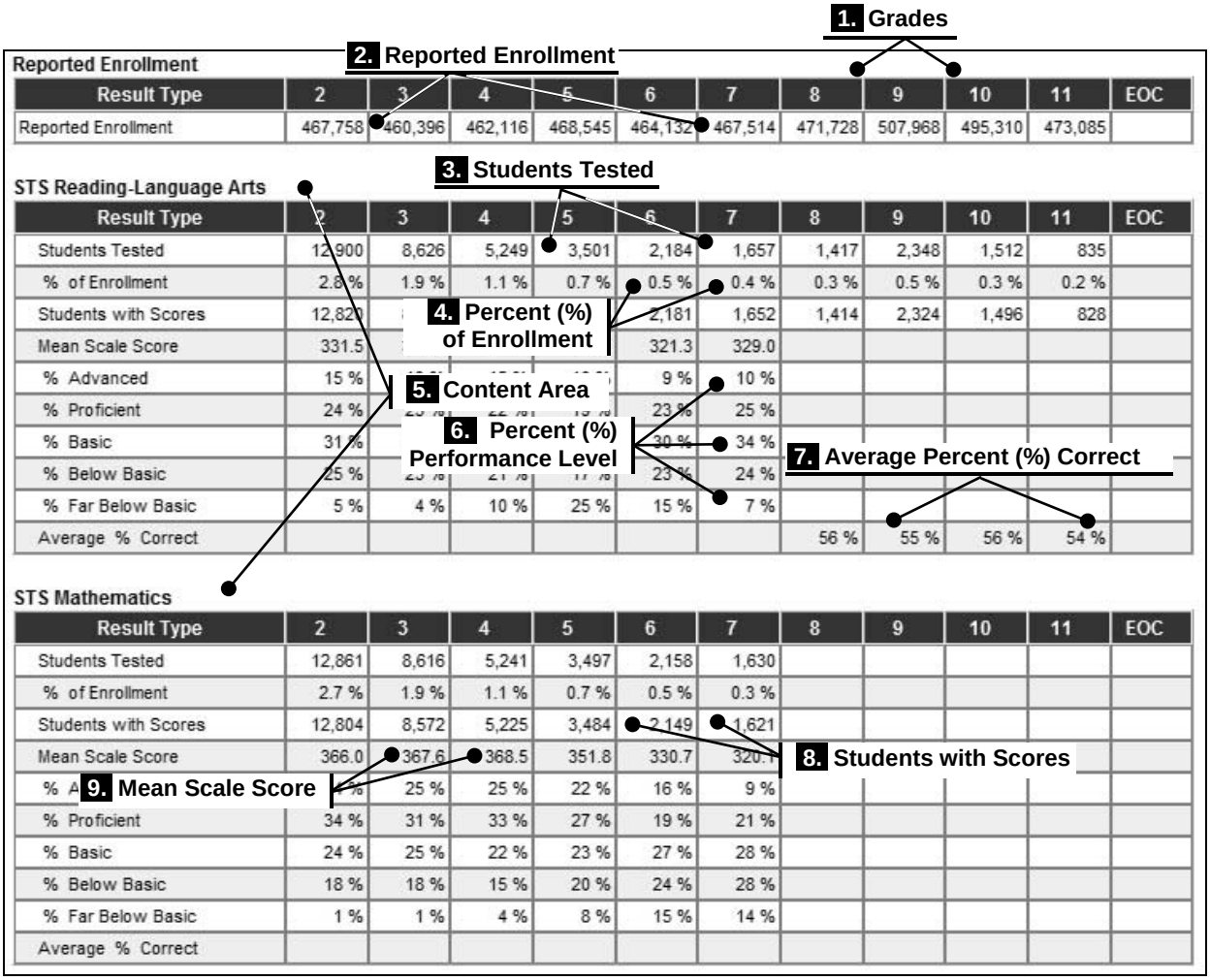
Result Type	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
Students Tested	72		110	95	114
Students with Scores	72		110	95	114
Mean Scale Score	37.5		35.3	35.7	35.9
% At or Above Proficient	54 %		56 %	61 %	62 %

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

Table II.29 Descriptions of the 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: • 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



Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	467,758	460,396	462,116	468,545	464,132	467,514	471,728	507,968	495,310	473,085	

STS Reading-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	12,900	8,626	5,249	3,501	2,184	1,657	1,417	2,348	1,512	835	
% of Enrollment	2.8 %	1.9 %	1.1 %	0.7 %	0.5 %	0.4 %	0.3 %	0.5 %	0.3 %	0.2 %	
Students with Scores	12,820				2,181	1,652	1,414	2,324	1,496	828	
Mean Scale Score	331.5				321.3	329.0					
% Advanced	15 %				9 %	10 %					
% Proficient	24 %				23 %	25 %					
% Basic	31 %				30 %	34 %					
% Below Basic	25 %				23 %	24 %					
% Far Below Basic	5 %	4 %	10 %	25 %	15 %	7 %					
Average % Correct							56 %	55 %	56 %	54 %	

STS Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	12,861	8,616	5,241	3,497	2,158	1,630					
% of Enrollment	2.7 %	1.9 %	1.1 %	0.7 %	0.5 %	0.3 %					
Students with Scores	12,804	8,572	5,225	3,484	2,149	1,621					
Mean Scale Score	366.0	367.6	368.5	351.8	330.7	320.1					
% A		25 %	25 %	22 %	16 %	9 %					
% Proficient	34 %	31 %	33 %	27 %	19 %	21 %					
% Basic	24 %	25 %	22 %	23 %	27 %	28 %					
% Below Basic	18 %	18 %	15 %	20 %	24 %	28 %					
% Far Below Basic	1 %	1 %	4 %	8 %	15 %	14 %					
Average % Correct											

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

Table II.30 Descriptions of the Internet STS Scores Report

1.	**Grades**	Grades tested. EOC test section shows totals for mathematics EOC tests for all applicable 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.	**Percent (%) Performance Level**	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.	**Students with Scores**	Number of students who took the STS and whose testing resulted in scores. Number includes students who tested with modifications but does not include: • Incomplete tests • Students who took the STS and who are non–English learners • Students with inconsistent grades (test did not match student's grade level) • Unknown EOC mathematics 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
9.	**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.)

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 the 2012 CSTs, CMA, and 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 "minimally proficient" sample of students statewide who obtained a scale score of exactly 350 or the lowest reported scale score above 350 if 350 is not a reported scale score; 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 2012 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
			Avg % Correct Statewide		
Grade	Reporting Cluster	No. of Questions	All	Minimally Proficient	Minimally Advanced
Grade Two					
	Word Analysis and Vocabulary Development	22	72	74	88
	Reading Comprehension	15	64	61	80
	Literary Response and Analysis	6	68	69	85
	Written Conventions	14	69	69	87
	Writing Strategies	8	63	61	81
Grade Three					
	Word Analysis and Vocabulary Development	20	74	80	93
	Reading Comprehension	15	68	73	87
	Literary Response and Analysis	8	69	77	89
	Written Conventions	13	63	66	82
	Writing Strategies	9	64	71	85
Grade Four					
	Word Analysis and Vocabulary Development	18	77	73	88
	Reading Comprehension	15	66	59	76
	Literary Response and Analysis	9	63	53	71
	Written Conventions	18	67	61	77
	Writing Strategies	15	59	48	67
	Writing Applications Score	1 (8 points)	79	75	83
Grade Five					
	Word Analysis and Vocabulary Development	14	69	66	82
	Reading Comprehension	16	72	70	86
	Literary Response and Analysis	12	68	63	81
	Written Conventions	17	72	70	83
	Writing Strategies	16	67	63	80
Grade Six					
	Word Analysis and Vocabulary Development	13	69	67	82
	Reading Comprehension	17	61	56	74
	Literary Response and Analysis	12	66	64	79
	Written Conventions	16	72	70	82
	Writing Strategies	17	63	59	78
Grade Seven					
	Word Analysis and Vocabulary Development	11	75	74	88
	Reading Comprehension	18	70	68	82
	Literary Response and Analysis	13	64	60	79
	Written Conventions	16	70	68	81
	Writing Strategies	17	61	55	76
	Writing Applications Score	1 (8 points)	87	85	93

CALIFORNIA ENGLISH–LANGUAGE ARTS STANDARDS TESTS					
Number of Questions for 2012 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
			Avg % Correct Statewide		
Grade	Reporting Cluster	No. of Questions	All	Minimally Proficient	Minimally Advanced
Grade Eight					
	Word Analysis and Vocabulary Development	9	69	67	79
	Reading Comprehension	18	69	68	80
	Literary Response and Analysis	15	66	63	79
	Written Conventions	16	68	66	80
	Writing Strategies	17	62	57	75
Grade Nine					
	Word Analysis and Vocabulary Development	8	61	59	74
	Reading Comprehension	18	68	68	83
	Literary Response and Analysis	16	69	69	83
	Written Conventions	13	65	64	77
	Writing Strategies	20	61	58	74
Grade Ten					
	Word Analysis and Vocabulary Development	8	69	72	84
	Reading Comprehension	18	68	73	85
	Literary Response and Analysis	16	64	66	79
	Written Conventions	13	67	71	83
	Writing Strategies	20	64	66	82
Grade Eleven					
	Word Analysis and Vocabulary Development	8	71	77	88
	Reading Comprehension	19	65	71	83
	Literary Response and Analysis	17	62	65	78
	Written Conventions	9	71	77	87
	Writing Strategies	22	64	70	82

CSTs for Mathematics

CALIFORNIA MATHEMATICS STANDARDS TESTS Number of Questions for 2012 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	74	71	87
	Multiplication, Division, and Fractions	23	77	75	88
	Algebra and Functions	6	78	74	89
	Measurement and Geometry	14	79	78	88
	Statistics, Data Analysis, and Probability	7	74	70	85
Grade Three					
	Place Value, Fractions, and Decimals	16	77	71	84
	Addition, Subtraction, Multiplication, Division	16	76	67	87
	Algebra and Functions	12	82	78	91
	Measurement and Geometry	16	81	76	88
	Statistics, Data Analysis, and Probability	5	87	86	93
Grade Four					
	Decimals, Fractions, and Negative Numbers	17	83	79	89
	Operations and Factoring	14	80	75	92
	Algebra and Functions	18	82	79	92
	Measurement and Geometry	12	75	66	82
	Statistics, Data Analysis, and Probability	4	80	75	86
Grade Five					
	Estimation, Percents, and Factoring	12	70	63	82
	Operations with Fractions and Decimals	17	70	63	85
	Algebra and Functions	17	73	69	87
	Measurement and Geometry	15	67	59	81
	Statistics, Data Analysis, and Probability	4	81	80	93
Grade Six					
	Ratios, Proportions, Percentages, Negative Fractions	15	65	64	84
	Operations and Problem Solving with Fractions	10	69	68	87
	Algebra and Functions	19	71	73	88
	Measurement and Geometry	10	61	57	80
	Statistics, Data Analysis, and Probability	11	64	64	82
Grade Seven					
	Rational Numbers	14	61	59	84
	Exponents, Powers, and Roots	8	59	58	80
	Quantitative Relationships and Evaluating Expressions	10	64	64	83
	Multistep Problems, Graphing, and Functions	15	65	66	85
	Measurement and Geometry	13	63	62	81
	Statistics, Data Analysis, and Probability	5	70	72	86

CALIFORNIA MATHEMATICS STANDARDS TESTS					
Number of Questions for 2012 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	53	64	83
	Exponents, Powers, and Roots	10	46	58	83
	Quantitative Relationships and Evaluating Expressions	11	53	64	81
	Multistep Problems, Graphing, and Functions	10	57	72	85
	Measurement and Geometry	11	46	58	80
	Statistics, Data Analysis, and Probability	9	59	73	87
Algebra I					
	Number Properties, Operations, and Linear Equations	17	60	69	85
	Graphing and Systems of Linear Equations	14	50	58	80
	Quadratics and Polynomials	21	49	58	81
	Functions and Rational Expressions	13	42	46	71
Geometry					
	Logic and Geometric Proofs	23	58	70	87
	Volume and Area Formulas	11	54	66	86
	Angle Relationships, Constructions, and Lines	16	53	64	84
	Trigonometry	15	57	70	88
Algebra II					
	Polynomials and Rational Expressions	19	63	73	86
	Quadratics, Conics, and Complex Numbers	16	51	58	80
	Exponents and Logarithms	16	59	70	86
	Series, Combinatorics, Probability and Statistics	14	50	56	72
Summative High School Mathematics					
	Algebra I	18	77	78	93
	Geometry	19	73	76	88
	Algebra II	23	73	75	92
	Probability and Statistics	5	65	63	85
Integrated Mathematics 1					
	Number Properties, Operations, and Linear Equations	15	58	77	92
	Graphing	9	44	67	84
	Quadratics and Polynomials	14	39	59	82
	Functions and Rational Expressions	7	37	54	79
	Geometry	20	34	47	68
Integrated Mathematics 2					
	Algebra I	20	48	58	77
	Logic and Geometric Proofs	22	45	56	75
	Angle Relationships, Constructions, and Lines	8	44	55	74
	Trigonometry	10	45	56	81
	Algebra II/Probability and Statistics	5	33	38	62

CALIFORNIA MATHEMATICS STANDARDS TESTS					
Number of Questions for 2012 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	62	69	81
	Polynomials and Rational Expressions	19	56	64	82
	Quadratics, Conics, and Complex Numbers	16	45	46	72
	Exponents and Logarithms	16	54	62	83
	Series, Combinatorics, Probability and Statistics	9	44	47	62

CSTs for Science

CALIFORNIA SCIENCE STANDARDS TESTS					
Number of Questions for 2012 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	75	75	91
	Physical Science, Grade Four	8	70	68	86
	Life Science, Grade Five	13	71	70	86
	Life Science, Grade Four	9	73	72	89
	Earth Science, Grade Five	11	70	69	83
	Earth Science, Grade Four	8	66	63	84
Grade Eight Science					
	Motion	8	68	61	71
	Forces, Density, and Buoyancy	13	75	71	82
	Structure of Matter and Periodic Table	16	72	66	79
	Earth in the Solar System	7	74	70	80
	Reactions and the Chemistry of Living Systems	10	68	61	74
	Investigation and Experimentation	6	76	72	85
Grade Ten Life Science					
	Cell Biology	10	57	53	71
	Genetics	12	61	59	79
	Physiology	10	69	71	84
	Ecology	11	69	72	85
	Evolution	11	66	69	83
	Investigation and Experimentation	6	75	83	94
END-OF-COURSE SCIENCE					
Biology					
	Cell Biology	9	66	65	81
	Genetics	18	63	64	81
	Ecology and Evolution	16	63	66	81
	Physiology	11	68	72	84
	Investigation and Experimentation	6	65	70	84
Chemistry					
	Atomic and Molecular Structure	8	58	61	79
	Chemical Bonds, Biochemistry	9	73	78	89
	Kinetics, Thermodynamics	14	66	72	86
	Chemical Reactions	13	61	67	81
	Conservation of Matter and Stoichiometry	10	58	64	84
	Investigation and Experimentation	6	74	83	94
Earth Science					
	Astronomy and Cosmology	12	62	72	88
	Solid Earth	14	61	71	82
	The Earth's Energy	28	59	68	84
	Investigation and Experimentation	6	64	76	89

CALIFORNIA SCIENCE STANDARDS TESTS					
Number of Questions for 2012 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	68	70	84
	Conservation of Energy and Momentum	12	65	66	82
	Heat and Thermodynamics	9	65	67	83
	Waves	10	61	62	76
	Electric and Magnetic Phenomena	11	58	57	73
	Investigation and Experimentation	6	67	70	81
Integrated/Coordinated 1					
	Biology/Life Sciences	10	60	78	91
	Chemistry	15	42	53	74
	Earth Sciences	17	61	78	88
	Physics	12	45	60	77
	Investigation and Experimentation	6	59	80	94
Integrated/Coordinated 2					
	Biology/Life Sciences	15	55	68	85
	Chemistry	6	51	65	80
	Earth Sciences	15	60	83	90
	Physics	18	44	56	76
	Investigation and Experimentation	6	56	76	88
Integrated/Coordinated 3					
	Biology/Life Sciences	16	54	76	89
	Chemistry	23	41	56	80
	Earth Sciences	7	57	78	89
	Physics	8	35	44	63
	Investigation and Experimentation	6	57	80	88
Integrated/Coordinated 4					
	Biology/Life Sciences	13	47	79	91
	Chemistry	10	33	67	85
	Earth Sciences	15	46	80	91
	Physics	16	27	47	83
	Investigation and Experimentation	6	36	53	56

CSTs for History–Social Science

CALIFORNIA HISTORY–SOCIAL SCIENCE STANDARDS TESTS					
Number of Questions for 2012 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	63	76
	Late Antiquity and the Middle Ages	14	64	65	78
	Renaissance/Reformation	10	67	70	81
	U.S. Constitution and the Early Republic	22	63	64	78
	Civil War and Its Aftermath	13	65	67	83
Grade Eleven (U.S. History)					
	Foundations of American Political and Social Thought	10	62	64	79
	Industrialization and the U.S. Role as a World Power	13	64	69	83
	United States Between the World Wars	12	62	67	79
	World War II and Foreign Affairs	12	62	66	80
	Post-World War II Domestic Issues	13	62	66	79
END-OF-COURSE HISTORY–SOCIAL SCIENCE					
World History					
	Development of Modern Political Thought	13	66	72	82
	Industrial Expansion and Imperialism	10	66	72	84
	Causes and Effects of the First World War	14	65	71	85
	Causes and Effects of the Second World War	13	64	68	84
	International Developments in the Post-World War II Era	10	62	67	82

CMA Reporting Clusters

CMA for English–Language Arts

CALIFORNIA ENGLISH–LANGUAGE ARTS MODIFIED ASSESSMENT					
Number of Questions for 2012 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
			Avg % Correct Statewide		
Grade	Reporting Cluster	No. of Questions	All	Minimally Proficient	Minimally Advanced
Grade Three					
	Vocabulary	14	65	81	91
	Reading for Understanding	17	55	69	81
	Language	17	60	76	85
Grade Four					
	Vocabulary	11	66	74	84
	Reading for Understanding	16	56	61	74
	Language	21	58	64	76
	Writing Applications Score	1 (4 points)	63	66	72
Grade Five					
	Vocabulary	8	67	76	85
	Reading for Understanding	18	53	60	73
	Language	22	59	68	78
Grade Six					
	Vocabulary	9	66	76	86
	Reading for Understanding	22	57	64	74
	Language	23	58	66	74
Grade Seven					
	Vocabulary	8	67	78	85
	Reading for Understanding	22	59	70	79
	Language	24	58	68	78
	Writing Applications Score	1 (4 points)	70	75	78
Grade Eight					
	Vocabulary	6	75	87	93
	Reading for Understanding	24	59	67	77
	Language	24	62	70	79
Grade Nine					
	Vocabulary	7	58	71	82
	Reading for Understanding	27	53	68	79
	Language	26	51	64	76
Grade Ten					
	Vocabulary	7	58	74	84
	Reading for Understanding	27	50	64	76
	Language	26	48	64	75
Grade Eleven					
	Vocabulary	7	42	56	69
	Reading for Understanding	29	47	63	75
	Language	24	44	62	73

CMA for Mathematics

CALIFORNIA MATHEMATICS MODIFIED ASSESSMENT					
Number of Questions for 2012 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
			Avg % Correct Statewide		
Grade	Reporting Cluster	No. of Questions	All	Minimally Proficient	Minimally Advanced
GRADE-LEVEL MATHEMATICS					
Grade Three					
	Number Sense	24	58	69	89
	Algebra and Data Analysis	13	62	75	90
	Measurement and Geometry	11	68	78	91
Grade Four					
	Number Sense	23	65	72	85
	Algebra and Data Analysis	15	55	61	75
	Measurement and Geometry	10	57	62	74
Grade Five					
	Number Sense	21	66	70	83
	Algebra and Data Analysis	17	61	65	80
	Measurement and Geometry	10	53	53	70
Grade Six					
	Number Sense	21	56	61	75
	Algebra and Data Analysis	25	56	63	76
	Measurement and Geometry	8	48	53	65
Grade Seven					
	Number Sense	18	46	53	66
	Algebra and Data Analysis	25	49	59	72
	Measurement and Geometry	11	45	53	65
END-OF-COURSE MATHEMATICS					
Algebra I					
	Number Properties, Operations, and Linear Equations	15	56	77	88
	Graphing and Systems of Linear Equations	14	45	57	76
	Quadratics and Polynomials	19	47	62	72
	Functions and Rational Expressions	12	48	65	79
Geometry					
	Logic and Geometric Proofs	23	51	69	82
	Volume and Area Formulas	11	50	73	88
	Angle Relationships, Constructions, and Lines	14	47	63	79
	Trigonometry	12	44	61	78

CMA for Science

CALIFORNIA SCIENCE MODIFIED ASSESSMENT					
Number of Questions for 2012 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	60	63	76
	Life Sciences	16	62	68	81
	Earth Sciences	16	59	63	75
Grade Eight Science					
	Motion	19	62	68	79
	Matter	23	51	56	70
	Earth Science	7	68	76	86
	Investigation and Experimentation	5	54	59	79
Grade Ten Life Science					
	Cell Biology and Genetics	22	52	64	76
	Evolution and Ecology	22	52	66	80
	Physiology	10	57	77	88
	Investigation and Experimentation	6	52	64	82

STS Reporting Clusters

STS for Reading/Language Arts—Grades Two Through Seven

CALIFORNIA STANDARDS-BASED READING/LANGUAGE ARTS TEST Number of Questions for 2012 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
			Avg % Correct Statewide		
Grade	Reporting Cluster	No. of Questions	All	Minimally Proficient	Minimally Advanced
Grade Two					
	Word Analysis and Vocabulary Development	22	71	81	90
	Reading Comprehension	15	61	72	85
	Literary Response and Analysis	6	61	70	84
	Written Conventions	14	64	77	89
	Writing Strategies	8	50	55	73
Grade Three					
	Word Analysis and Vocabulary Development	20	69	78	90
	Reading Comprehension	15	57	65	78
	Literary Response and Analysis	8	52	59	75
	Written Conventions	13	61	70	85
	Writing Strategies	9	56	64	81
Grade Four					
	Word Analysis and Vocabulary Development	18	65	77	86
	Reading Comprehension	15	58	68	83
	Literary Response and Analysis	9	51	57	71
	Written Conventions	18	64	76	86
	Writing Strategies	15	50	60	74
Grade Five					
	Word Analysis and Vocabulary Development	14	51	64	78
	Reading Comprehension	16	47	52	71
	Literary Response and Analysis	12	52	66	80
	Written Conventions	17	58	71	82
	Writing Strategies	16	51	60	77
Grade Six					
	Word Analysis and Vocabulary Development	13	49	57	75
	Reading Comprehension	17	52	62	75
	Literary Response and Analysis	12	55	63	79
	Written Conventions	16	58	69	81
	Writing Strategies	17	46	55	70
Grade Seven					
	Word Analysis and Vocabulary Development	11	61	72	86
	Reading Comprehension	18	53	62	76
	Literary Response and Analysis	13	54	61	79
	Written Conventions	16	57	64	78
	Writing Strategies	17	55	62	79

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 2012 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	58
	Reading Comprehension	18	49
	Literary Response and Analysis	15	54
	Written Conventions	16	63
	Writing Strategies	17	48
Grade Nine			
	Word Analysis and Vocabulary Development	8	65
	Reading Comprehension	18	56
	Literary Response and Analysis	16	55
	Written Conventions	13	57
	Writing Strategies	20	48
Grade Ten			
	Word Analysis and Vocabulary Development	8	76
	Reading Comprehension	18	60
	Literary Response and Analysis	16	58
	Written Conventions	13	57
	Writing Strategies	20	48
Grade Eleven			
	Word Analysis and Vocabulary Development	8	59
	Reading Comprehension	19	47
	Literary Response and Analysis	17	54
	Written Conventions	9	51
	Writing Strategies	22	52

STS for Mathematics—Grades Two Through Seven

CALIFORNIA MATHEMATICS STANDARDS TESTS					
Number of Questions for 2012 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
			Avg % Correct Statewide		
Grade	Reporting Cluster	No. of Questions	All	Minimally Proficient	Minimally Advanced
Grade Two					
	Place Value, Addition, and Subtraction	15	66	67	85
	Multiplication, Division, and Fractions	23	70	72	86
	Algebra and Functions	6	58	54	79
	Measurement and Geometry	14	75	77	88
	Statistics, Data Analysis, and Probability	7	76	77	90
Grade Three					
	Place Value, Fractions, and Decimals	16	64	63	84
	Addition, Subtraction, Multiplication, Division	16	67	67	90
	Algebra and Functions	12	61	58	81
	Measurement and Geometry	16	71	70	86
	Statistics, Data Analysis, and Probability	5	78	81	94
Grade Four					
	Decimals, Fractions, and Negative Numbers	17	64	65	78
	Operations and Factoring	14	63	61	86
	Algebra and Functions	18	68	68	91
	Measurement and Geometry	12	64	64	78
	Statistics, Data Analysis, and Probability	4	64	60	75
Grade Five					
	Estimation, Percents, and Factoring	12	58	55	72
	Operations with Fractions and Decimals	17	48	48	66
	Algebra and Functions	17	63	69	82
	Measurement and Geometry	15	46	43	59
	Statistics, Data Analysis, and Probability	4	52	51	60
Grade Six					
	Ratios, Proportions, Percentages, and Negative Numbers	15	57	62	81
	Operations with Problem Solving with Fractions	10	52	59	70
	Algebra and Functions	19	58	68	78
	Measurement and Geometry	10	41	45	54
	Statistics, Data Analysis, and Probability	11	42	41	59
Grade Seven					
	Rational Numbers	14	47	54	71
	Exponents, Powers, and Roots	8	42	47	70
	Quantitative Relationships and Evaluating Expressions	10	54	62	76
	Multistep Problems, Graphing, and Functions	15	48	58	75
	Measurement and Geometry	13	49	60	75
	Statistics, Data Analysis, and Probability	5	49	59	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, 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 2012 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	46
	Graphing and Systems of Linear Equations	14	38
	Quadratics and Polynomials	21	44
	Functions and Rational Expressions	13	29
Geometry			
	Logic and Geometric Proofs	23	53
	Volume and Area Formulas	11	40
	Angle Relationships, Constructions, and Lines	16	41
	Trigonometry	15	40

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
	Note: 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
	World History	150 – 274	275 – 299	300 – 349	350 – 399	400 – 600
	Grade 11 United States History	150 – 269	270 – 299	300 – 349	350 – 400	401 – 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
	9	150 – 242	243 – 299	300 – 349	350 – 406	407 – 600
	10	150 – 242	243 – 299	300 – 349	350 – 406	407 – 600
	11	150 – 249	250 – 299	300 – 349	350 – 405	406 – 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
	Algebra I	150 – 250	251 – 299	300 – 349	350 – 409	410 – 600
	Geometry	150 – 256	257 – 299	300 – 349	350 – 412	413 – 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
	Grade 10 Life Science	150 – 250	251 – 299	300 – 349	350 – 409	410 – 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 2012 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	20
	* 4	269	14	300	13	350	13	393	14
	5	271	13	300	12	350	13	395	15
	6	268	14	300	13	350	13	394	15
	* 7	263	15	300	14	350	15	401	16
	8	266	15	300	14	350	14	395	16
	9	265	15	300	13	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	24
	3	236	16	300	17	350	18	414	24
	4	245	14	300	14	350	16	401	20
	5	248	19	300	18	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	19	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	20	350	20	428	23
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	18
	Physics	276	14	300	13	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 2012 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	21	350	24	397	29
	* 4	241	27	300	27	350	28	407	31
	5	219	28	300	25	350	26	400	30
	6	221	34	300	34	350	35	405	39
	* 7	228	28	300	28	350	30	409	34
	8	235	29	300	29	350	31	407	35
	9	243	27	300	27	350	28	407	31
	10	243	27	300	26	350	27	407	30
	11	250	27	300	27	350	27	406	30
	* Including writing prompt								
Mathematics	3	229	22	300	20	350	23	423	31
	4	219	33	300	32	350	34	430	39
	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
	Algebra I	251	24	300	23	350	24	410	28
	Geometry	257	21	300	20	350	21	413	26
Science	5	243	24	300	23	350	24	401	27
	8	264	26	300	25	350	26	406	29
	10 Life Science	251	23	300	23	350	24	410	28

Scale Score CSEM for the 2012 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	12	350	14	386	17
	3	251	15	300	14	350	15	393	18
	4	256	14	300	13	350	14	387	16
	5	271	17	300	16	350	17	401	19
	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	22
	4	243	19	300	17	350	18	420	22
	5	245	27	300	25	350	25	416	26
	6	251	23	300	22	350	22	403	23
	7	257	23	300	22	350	21	415	24

Appendix D: Parent/Guardian or School District Request for Verification of 2012 Test Score

Parents/guardians or district STAR coordinators may question 2012 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 ensuring that handscoring requests have been properly submitted before the deadline and serves as the primary contact between ETS and school administrators or parents/guardians. 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 19, 2012. Rescoring results will be sent in November 2012.**

The process for requesting a hand-scored verification of a 2012 test score is as follows:

1. The district STAR coordinator, 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 grades four and 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.
   b. 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 343 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 4) Scale Score	344	338	332
CST for ELA (Grade 4 Braille) Scale Score	345	339	333
CST for ELA (Grade 7) Scale Score	343	336	329
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 4) Scale Score	343	335	327
CMA for ELA (Grade 7) Scale Score	349	340	331
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. Relaying the request to a school/district administrator.
   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 2012. For requests originating from 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 from a district STAR coordinator, two copies of results will be sent to the requesting district STAR coordinator. However, updated results will *not* be sent to the CDE and will *not* be reflected in updated API/AYP.

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

Appendix E: Request to Correct 2012 STAR CST/CMA and CAPA Demographic Data

Correcting Demographic Data

In early October, the California Department of Education (CDE) will distribute Academic Accountability (API/AYP) Data Review Report information to school districts and give 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 2012 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 grades four and 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 grades seven through eleven.

The school district may correct any of the allowed demographic data fields for a test administration. (See "Fields That May Be Corrected" on page 133.)

Please note that:

- The corrected data will be re-aggregated and re-posted on the Internet during December 2012.
- 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

August 2012	Forms available to request demographic data corrections
October 1, 2012	First day for school districts to enter corrections
October 20, 2012	Last day for ETS to receive "Request to Correct 2012 STAR . . . Demographic Data" form
November 9, 2012	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

Each CMA EOC mathematics 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 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 Corrections 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

- SSID
- CAPA Level
- County/District of Residence—County/district code for student with an IEP if student's residence is other than where student attends school/receives services
- Special Testing Conditions, except for certain fields
- Accommodations or Modifications Used (including braille)
- English Learner Test Variations
- Adult Testing Irregularities
- Inappropriate Test Preparation
- Student's English Proficiency
- English Learner Date First Enrolled in U.S. School
- R-FEP students in grades five through eleven scored Proficient or Advanced 3 years on CST and/or CMA for ELA
- NSLP
- Primary Disability (3-digit primary disability code; 000 = no reported disability)
- Receives special education services at a nonpublic, nonsectarian school (NPS) based on IEP
- Special Education Exit Date
- Hispanic or Latino
- Ethnicity/Race
- Parent Education Level
- CBEDS Enrollment—District
- CBEDS Enrollment—School
- CST Mathematics Test Taken
- CMA Mathematics Test Taken
- EOC Science CST Taken

Demographic fields that may not be corrected

- District Name
- County/District Code
- 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 taken or with student data associated with an unmatched CMA 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 Results (mathematics, science, and history–social science), School level	$0.60
Student Master List Summary: End-of-Course Results (mathematics, science, and history–social science), 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 2012 STAR … Demographic Data" to the ETS STAR Technical Assistance Center (STAR TAC) by October 19, 2012, using the address provided on the form.

   or

   Fax the request to STAR TAC by October 20, 2012, 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 on to 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 2012 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 Results (mathematics, science, history–social science), School level	.60	
	Student Master List Summary: End-of-Course Results (mathematics, science, history–social science), 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 20, 2012, to:
800-541-8455

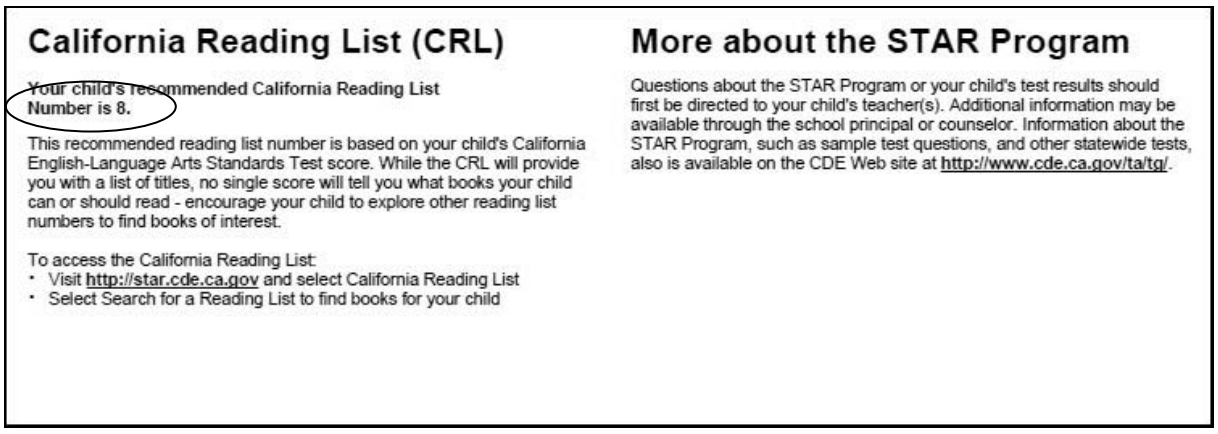
OR

Mail the form by October 19, 2012, 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.



California Reading List (CRL)

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

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 select California Reading List
- Select Search for a Reading List to find books for your child

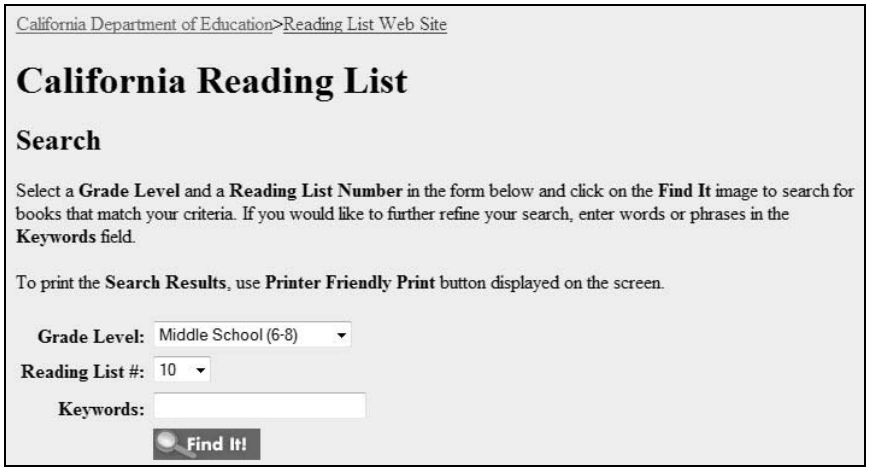
More about the STAR Program

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 other statewide tests, also is available on the CDE Web site at http://www.cde.ca.gov/ta/tg/.

The California Reading List (CRL) Number is based on the student's score for the CST for ELA. A CRL Number 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 Number 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

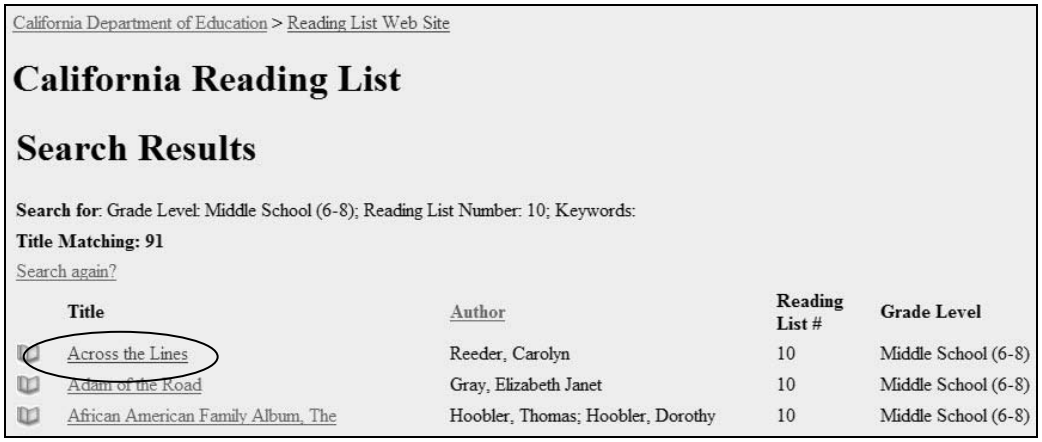
Search

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: Middle School (6-8)
Reading List #: 10
Keywords:
Find It!

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.


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

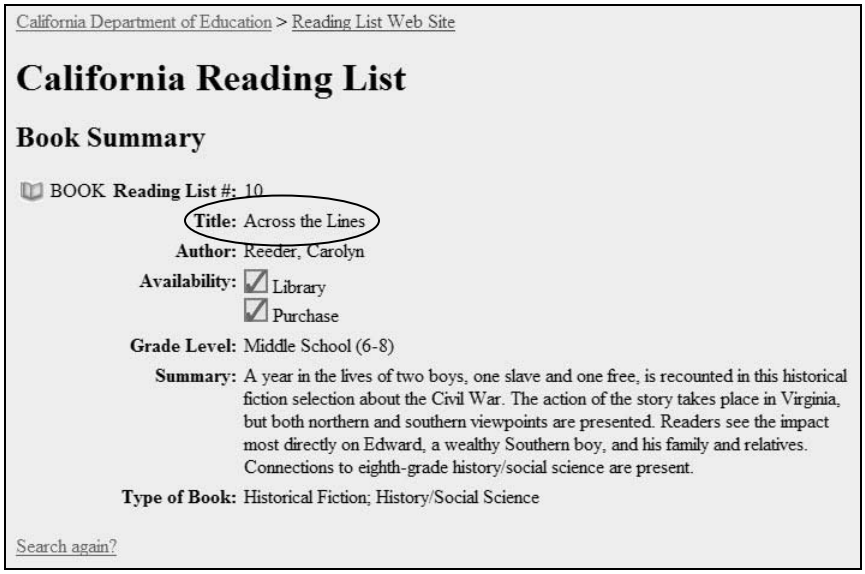
Search again?

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)

Note: "NP" is shown in the *Reading List #* column when there is a book that includes nonstandard prose. These are books of poems, plays, and songs or books with incorrect or no punctuation.

8. To sort the list alphabetically by author's last name, select the column's text heading, Author, which is a hypertext link. To re-sort by the book's title, select Title in the *Title* column's heading.

9. 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: ☑ Library ☑ 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 number of students 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); and then multiplied by 100 and rounded to the nearest whole number. Also written:

[{(Σ Raw scores / # of students in the group) / Number of questions on the test} * 100, 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.

[(Σ scale scores / 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, CMA, CAPA; and the STS in grades two through seven for grade-level RLA and mathematics is measured at one of five levels, as follows:

ADV	=	Advanced	BB	=	Below basic
PRO	=	Proficient	FBB	=	Far below basic
B	=	Basic			

Proficient and advanced mark the state's target performance level for all students. Performance levels are derived from the scale score for a student.

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