

2005 CALIFORNIA Standardized Testing and Reporting

Post-Test Guide

**ADDENDUM to the printed version,
distributed at the Post-Test Workshops in August 2005.**

Changes	Page(s)
Updated CST-CAT/6 Survey Student Report samples (graphics), text.	21 – 28
Updated CAPA Student Report samples (graphics), text.	29 – 32
Replaced CAPA Master List sample (graphic).	37
Updated Teacher Report samples (graphics, both Group and Course), text.	77 – 84
Populated “Avg % Correct Statewide” columns.	92 – 100
Corrected Science 5 reporting clusters.	98
Updated CSEM data. Replaced Note with, “CSEMs for Integrated Science are not included.”	105



The STAR Student Report

<p>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 the report received by the teacher.</p>
<p>Format: The STAR Student Report for CSTs and CAT/6 Survey consists of a single page:</p> <ul style="list-style-type: none"> • Front: student scores • Back: student's content area (reporting cluster) percent correct scores compared to the average percent correct for students statewide who scored at the lowest score for proficient and the lowest score for advanced on the total test <p>The STAR Student Report for CAPA consists of a single page:</p> <ul style="list-style-type: none"> • Front: student scores • Back: explanation of CAPA levels and of English-language arts and mathematics performance levels
<p>Action: Districts or schools must forward the color copy to the student's parents/guardians and the black and white copy to the student's current teacher.</p>
<p>Focus: Individual student's results.</p>

For the list of 2005 CST reporting clusters and number of questions for each, see Appendix A.

Front Page, Top: Student Information

The STAR Student Report

USING ASSESSMENT TO HELP STUDENTS LEARN

<p>Dear Parent/Guardian,</p> <p>Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's content standards, which describe what all students should know and be able to do at each grade level.</p> <p>This report shows your child's scores on the California Standards Tests and, if your child is taking a grade 3 or 7 test, scores on the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey).</p> <p>Sincerely,</p> <div style="display: flex; align-items: center;"> <div style="text-align: center;"> <p style="font-size: 24px; border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">01</p> </div> </div> <p style="font-size: x-small; margin: 0;">JACK O'CONNELL, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION</p>	<div style="display: flex; justify-content: space-between; font-size: x-small;"> STUDENT #: 0000032291 GRADE: 4 DATE OF BIRTH: 2/12/95 TEST DATE: Spring 2005 <div style="text-align: center;"> <p style="font-size: 24px; border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">02</p> </div> </div> <div style="margin-top: 10px;"> <p style="font-size: x-small; margin: 0;">FOR THE PARENT/GUARDIAN OF: BIANCA SMITH 123 Main Street Los Angeles, CA 90210</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p style="font-size: 24px; border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">03</p> </div> </div> </div> <div style="margin-top: 10px; background-color: #fff9c4; padding: 5px;"> <p style="font-size: x-small; margin: 0;">SCHOOL: JOHNSON ELEMENTARY DISTRICT: LANGEBERG UNIFIED</p> <div style="display: flex; justify-content: center; align-items: center;"> <div style="text-align: center;"> <p style="font-size: 24px; border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">04</p> </div> </div> </div>
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Student Information Descriptions

- 01

Letter

Letter from the California State Superintendent of Public Instruction explaining the purpose of the report.
- 02

Student identification

Information about the student.

Note: The grade indicates the grade in which the student was enrolled.
- 03

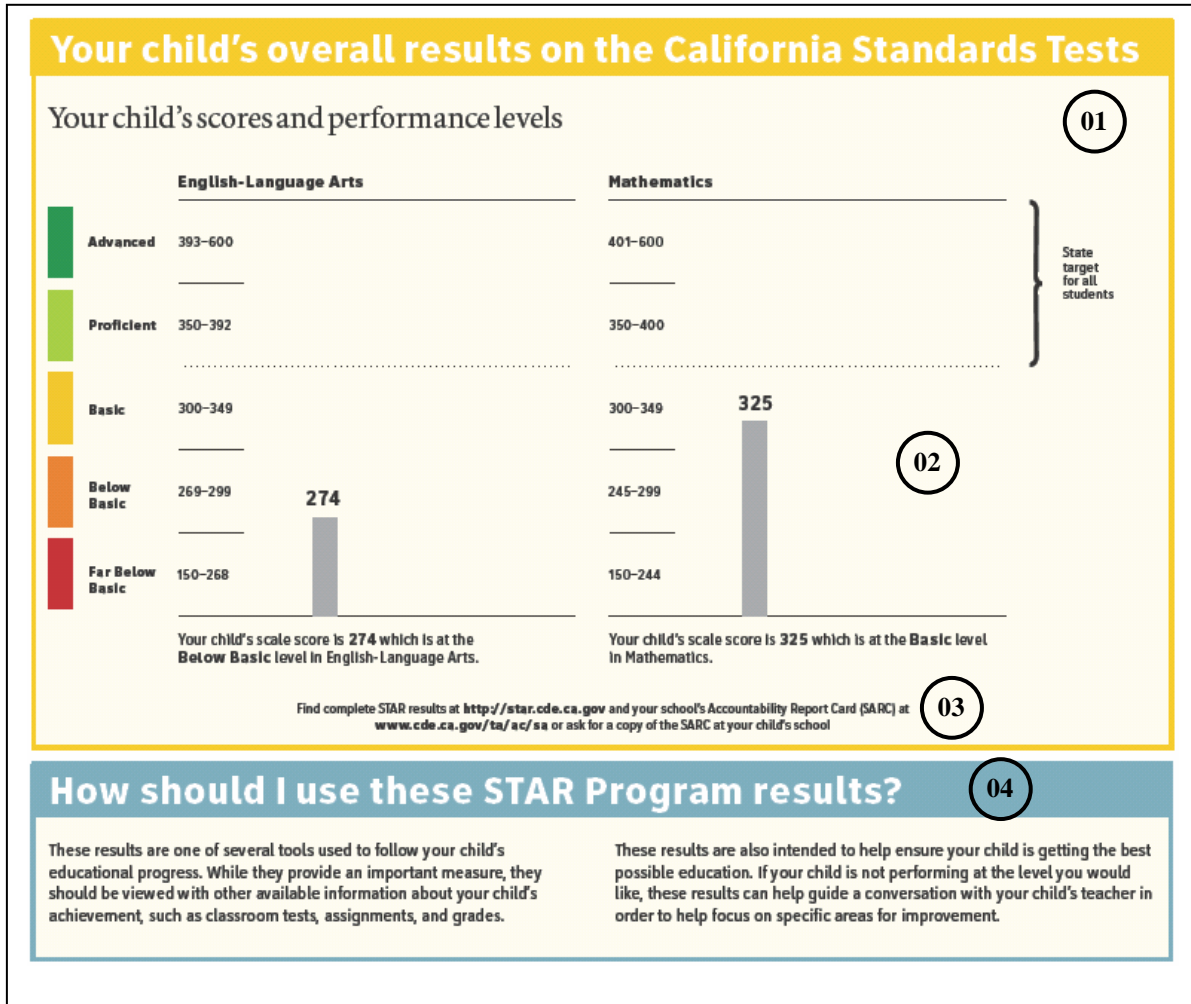
Student's mailing address

Student's mailing address, if included in the Pre-ID file.
- 04

School and district

School and district name.

Front Page, Bottom: Student's Overall Results on the California Standards Tests



Student's Overall Results Descriptions

01 Tested Below Level

If the student was tested below grade level, this part of the report will say, "Your child was tested below level."

02 Overall Results

Student's overall results on the CSTs. The vertical bars represent the scale score for each subject 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 subject. English-language arts and mathematics are included in grades 2–11. History-social science is included in grades 8, 10, and 11. Science is included in grades 5, 9, 10, and 11. If the student did not take one or more of these tests or if a score was unable to be reported, this is noted.

03 STAR results

Lists Web addresses to find complete STAR results or the School Accountability Report Cards.

04 How to use program 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

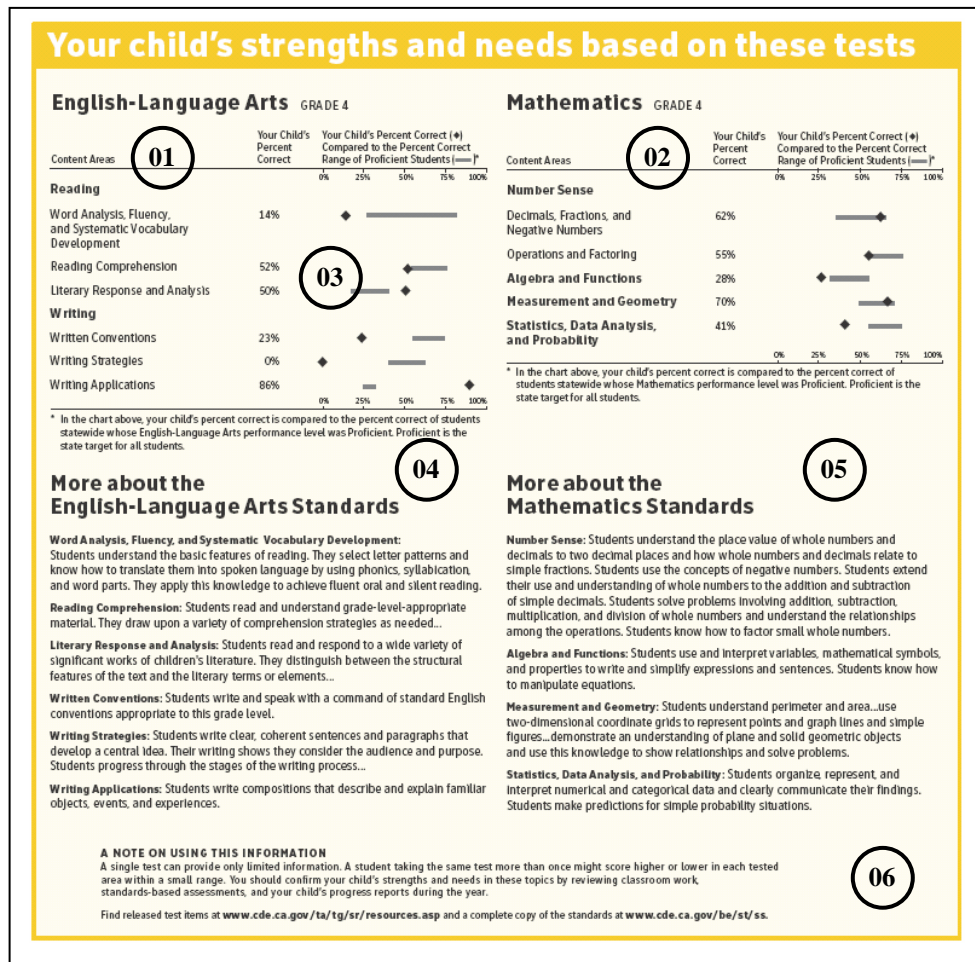
This section of the report breaks down the subject areas into content areas (reporting clusters). The tables show how the student performed in each reporting cluster for each test taken.

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

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

There are three types of student reports. Each type is based on the number of subjects for which California Standards Tests are required.

1. Two subjects for grades 2, 3, 4, 6, and 7
These reports include reporting cluster information for English-language arts and mathematics, plus an overview of the content standards that were tested.
2. Three subjects for grades 5, 8, and 9
These reports include reporting cluster information, plus a section listing additional resources.
3. Four subjects for grades 10 and 11
These reports include only the reporting cluster information for each subject.



Student's Strengths and Needs Descriptions

- 01 Content areas for English-language arts* (all grades).
- 02 Content areas for mathematics* (all grades).
- 03 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.
- 04 Content areas for science* (grades 5, 9, 10, and 11).
or
Content areas for history-social science* (grade 8).
or
English-language arts standards descriptions (grades 2, 3, 4, 6, and 7).
- 05 Content areas for history-social science* (grades 10 and 11).
or
Mathematics standards descriptions (grades 2, 3, 4, 6, and 7).
or
Information about other resources (grades 5, 8, and 9).
- 06 A note about using the information in the report, and listing Web addresses for released test items and content standards.

*See page 24 for a description of the diamond (◆) placement.

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

For more information about California Reading List Numbers, see page 85.

<p>California Reading List 01</p> <p>Your child’s recommended California Reading List Number is 3.</p> <p>This recommended reading list number is based on your child’s California English-Language Arts Standards Test score. Your child should be able to read titles within the list independently. Of course, no single test will tell you what books your child can or should read—encourage your child to explore other reading list numbers to find books of interest.</p> <p>To access the California Reading List:</p> <ul style="list-style-type: none"> • Visit http://star.cde.ca.gov and click on <i>California Reading List</i> • Click <i>Search for a Reading List</i> to find books for your child <p>Strong reading skills are critical for success in all school subjects. Encourage your child to read at home.</p>	<p>More about the STAR Program 02</p> <p>How can you get your questions about the STAR Program and your child’s STAR test results answered?</p> <p>You should begin with your child’s teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at www.cde.ca.gov/ta/tg/sr.</p> <p style="text-align: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px;">03</p>
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Student’s California Reading List Number and National Comparison Descriptions

- | | |
|--|---|
| <p>01 California Reading List</p> | <p>California Reading List Number that is based on the student’s CST ELA score. Parents/guardians may use the student’s grade and the CRL number by visiting the STAR website at http://star.cde.ca.gov, and clicking on the link California Reading List to obtain titles of books that the student should be able to read independently.</p> |
| <p>02 National comparison or More about the STAR Program</p> | <p>If the student took the CAT/6 Survey, this box will have CAT/6 Survey results, consisting of a graphical representation of the percentage of students in the national norm group whose scores fell at or below the student’s score on the CAT/6 Survey.</p> <p>The CAT/6 Survey was administered only in grades three and seven. If students in grades four, five, eight, and nine were tested below grade level, The STAR Student Report includes their CAT/6 Survey results.</p> <p>If the student did not take the CAT/6 Survey, this section contains information about how parents/guardians may acquire more information about the STAR Program.</p> |
| <p>03 Accommodations or Modifications</p> | <p>If the student took the CAT/6 Survey with accommodations or modifications, a notation appears here.</p> |

Grade 4 Sample for Parents/Guardians (front)

The STAR Student Report

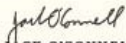
USING ASSESSMENT TO HELP STUDENTS LEARN

Dear Parent/Guardian,

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

This report shows your child's scores on the California Standards Tests and, if your child is taking a grade 3 or 7 test, scores on the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey).


Sincerely,



JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

STUDENT #: **0000032291** DATE OF BIRTH: **2/12/95**
 GRADE: **4** TEST DATE: **Spring 2005**

FOR THE PARENT/GUARDIAN OF:
BIANCA SMITH
 123 Main Street
 Los Angeles, CA 90210



SCHOOL: **JOHNSON ELEMENTARY**
 DISTRICT: **LANGEBERG UNIFIED**

Your child's overall results on the California Standards Tests

Your child's scores and performance levels

English-Language Arts	Mathematics																														
<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 10%;"><div style="width: 10px; height: 15px; background-color: #008000; border: 1px solid black;"></div></td><td style="width: 10%;">Advanced</td><td style="width: 80%;">393-600</td></tr> <tr><td><div style="width: 10px; height: 15px; background-color: #90EE90; border: 1px solid black;"></div></td><td>Proficient</td><td>350-392</td></tr> <tr><td><div style="width: 10px; height: 15px; background-color: #FFD700; border: 1px solid black;"></div></td><td>Basic</td><td>300-349</td></tr> <tr><td><div style="width: 10px; height: 15px; background-color: #FF8C00; border: 1px solid black;"></div></td><td>Below Basic</td><td>269-299</td></tr> <tr><td><div style="width: 10px; height: 15px; background-color: #DC143C; border: 1px solid black;"></div></td><td>Far Below Basic</td><td>150-268</td></tr> </table>	<div style="width: 10px; height: 15px; background-color: #008000; border: 1px solid black;"></div>	Advanced	393-600	<div style="width: 10px; height: 15px; background-color: #90EE90; border: 1px solid black;"></div>	Proficient	350-392	<div style="width: 10px; height: 15px; background-color: #FFD700; border: 1px solid black;"></div>	Basic	300-349	<div style="width: 10px; height: 15px; background-color: #FF8C00; border: 1px solid black;"></div>	Below Basic	269-299	<div style="width: 10px; height: 15px; background-color: #DC143C; border: 1px solid black;"></div>	Far Below Basic	150-268	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 80%;">401-600</td></tr> <tr><td></td><td></td><td>350-400</td></tr> <tr><td></td><td></td><td>300-349</td></tr> <tr><td></td><td></td><td>245-299</td></tr> <tr><td></td><td></td><td>150-244</td></tr> </table>			401-600			350-400			300-349			245-299			150-244
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<p>Your child's scale score is 274 which is at the Below Basic level in English-Language Arts.</p>	<p>Your child's scale score is 325 which is at the Basic level in Mathematics.</p>																														

Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at 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 they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.

Grade 4 Sample for Parents/Guardians (back)

Your child's strengths and needs based on these tests

English-Language Arts GRADE 4

Content Areas	Your Child's Percent Correct	Your Child's Percent Correct (◆) Compared to the Percent Correct Range of Proficient Students (—)*
Reading		
Word Analysis, Fluency, and Systematic Vocabulary Development	14%	◆ —————
Reading Comprehension	52%	————— ◆
Literary Response and Analysis	50%	————— ◆
Writing		
Written Conventions	23%	◆ —————
Writing Strategies	0%	◆ —————
Writing Applications	86%	————— ◆

* In the chart above, your child's percent correct is compared to the percent correct of students statewide whose English-Language Arts performance level was Proficient. Proficient is the state target for all students.

Mathematics GRADE 4

Content Areas	Your Child's Percent Correct	Your Child's Percent Correct (◆) Compared to the Percent Correct Range of Proficient Students (—)*
Number Sense		
Decimals, Fractions, and Negative Numbers	62%	————— ◆
Operations and Factoring	55%	————— ◆
Algebra and Functions	28%	◆ —————
Measurement and Geometry	70%	————— ◆
Statistics, Data Analysis, and Probability	41%	◆ —————

* In the chart above, your child's percent correct is compared to the percent correct of students statewide whose Mathematics performance level was Proficient. Proficient is the state target for all students.

More about the English-Language Arts Standards

Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed...

Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements...

Written Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Writing Strategies: Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process...

Writing Applications: Students write compositions that describe and explain familiar objects, events, and experiences.

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 www.cde.ca.gov/ta/tg/sr/resources.asp and a complete copy of the standards at www.cde.ca.gov/be/st/ss.

More about the Mathematics Standards

Number Sense: Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers. Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals. Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations. Students know how to factor small whole numbers.

Algebra and Functions: Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences. Students know how to manipulate equations.

Measurement and Geometry: Students understand perimeter and area...use two-dimensional coordinate grids to represent points and graph lines and simple figures...demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.

Statistics, Data Analysis, and Probability: Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings. Students make predictions for simple probability situations.

California Reading List

Your child's recommended California Reading List Number is 3.

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. Your child should be able to read titles within the list independently. Of course, no single test will tell you what books your child can or should read—encourage your child to explore other reading list numbers to find books of interest.

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

Strong reading skills are critical for success in all school subjects. Encourage your child to read at home.

More about the STAR Program

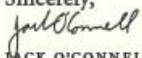

How can you get your questions about the STAR Program and your child's STAR test results answered?

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

Front Page, Top: CAPA Student Information

The STAR Student Report

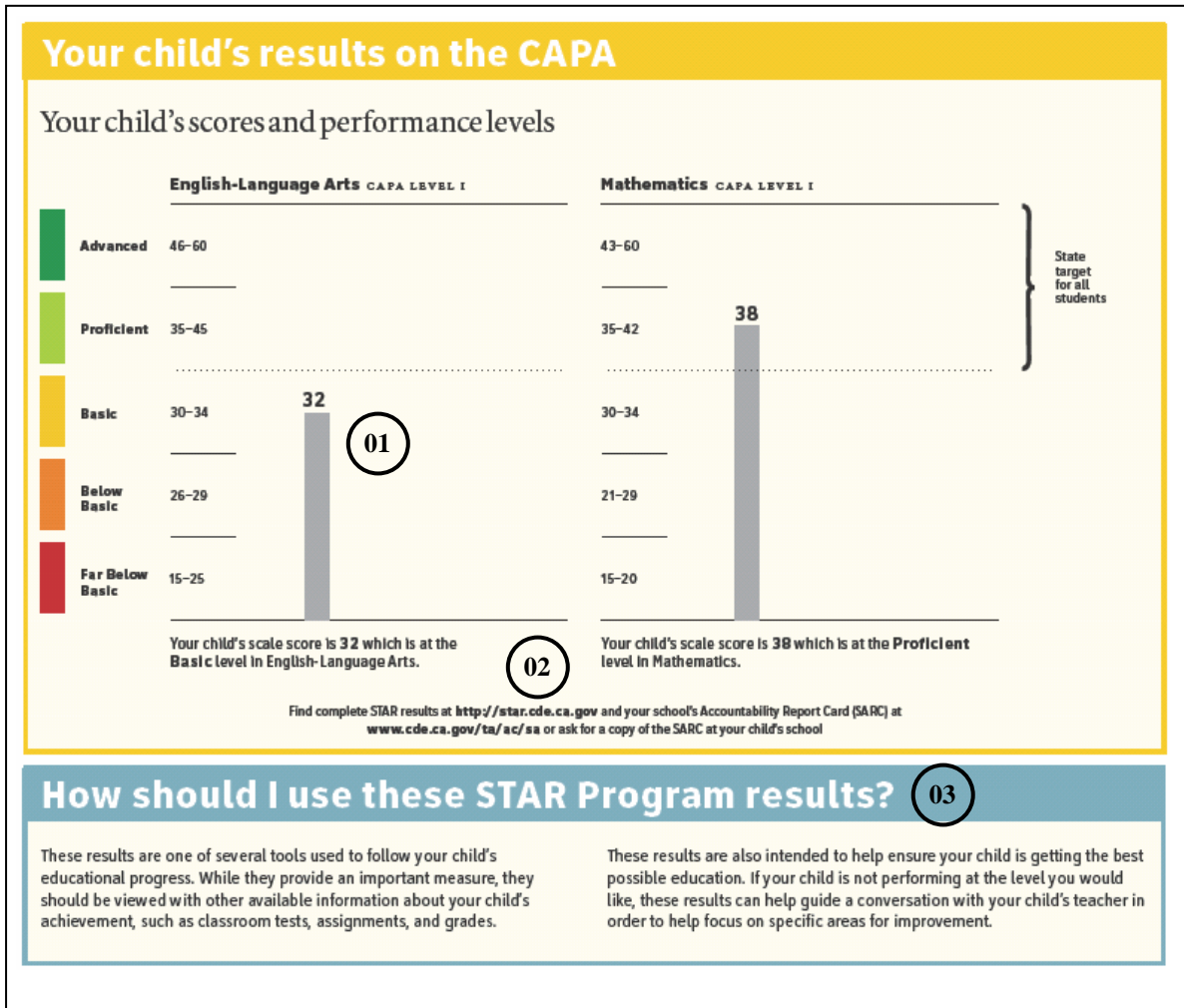
USING ASSESSMENT TO HELP STUDENTS LEARN

<p>Dear Parent/Guardian,</p> <p>Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's content standards. Your child participated in the STAR Program by taking the California Alternate Performance Assessment (CAPA). The CAPA measures your child's understanding of a subset of the California content standards that reflect important skills.</p> <p>This report offers one source of information about what your child has learned. Your child's Individualized Education Program (IEP) provides a more comprehensive assessment of your child's skills and knowledge.</p> <p style="text-align: right;">Sincerely,  JACK O'CONNELL, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION</p>	<table style="width: 100%; border: none;"> <tr> <td style="font-size: x-small;">STUDENT #: 0000032291</td> <td style="font-size: x-small;">GRADE: 4</td> <td style="text-align: center; border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; line-height: 30px;">02</td> </tr> <tr> <td style="font-size: x-small;">DATE OF BIRTH: 2/12/95</td> <td style="font-size: x-small;">CAPA LEVEL: I</td> <td></td> </tr> <tr> <td style="font-size: x-small;">TEST DATE: Spring 2005</td> <td></td> <td></td> </tr> </table> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p style="font-size: x-small; margin: 0;">FOR THE PARENT/GUARDIAN OF:</p> <p style="margin: 0;">BIANCA SMITH</p> <p style="font-size: x-small; margin: 0;">123 Main Street Los Angeles, CA 90210</p> </div> <div style="text-align: right; margin-top: 5px;">  </div> <table style="width: 100%; border: none; margin-top: 5px;"> <tr> <td style="font-size: x-small;">SCHOOL: JOHNSON ELEMENTARY</td> <td style="font-size: x-small;">DISTRICT: SAN BERNARDINO UNIFIED</td> <td style="text-align: center; border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; line-height: 30px;">04</td> </tr> </table>	STUDENT #: 0000032291	GRADE: 4	02	DATE OF BIRTH: 2/12/95	CAPA LEVEL: I		TEST DATE: Spring 2005			SCHOOL: JOHNSON ELEMENTARY	DISTRICT: SAN BERNARDINO UNIFIED	04
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CAPA Student Information Descriptions

- | | | |
|----|----------------------------------|---|
| 01 | Letter | Letter from the California State Superintendent of Public Instruction explaining the purpose of the report. |
| 02 | Student information | Information about the student: student identification number, birth date, test date, grade, and CAPA Level. |
| 03 | Student's mailing address | Student's mailing address, if included in the Pre-ID file. |
| 04 | School and district | Name of the school and school district where the child was tested. |

Front Page, Bottom: CAPA Student's Results



CAPA Student's Overall Results Descriptions

- 01 Student's results on the CAPA** This shows the student's overall results on the CAPA. The vertical bars represent the scale score for each subject 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 subject (English-language arts and mathematics). If the student did not take one or both of these assessments or if a score was unable to be reported, this is noted.
- 02 STAR results** Lists Web addresses to find complete STAR results or the School Accountability Report Cards.
- 03 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, Top: CAPA Testing Levels

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

More about your child's test results

More about CAPA levels

CAPA LEVEL	GRADE
I	2-11 †
II	2-3
III	4-5
IV	6-8
V	9-11

The CAPA is organized into five assessment levels, as shown in the adjacent table. Most students eligible for CAPA take the assessment at the level that corresponds with their current school grade, but some students with complex and profound disabilities take the Level I assessment. This past year, your child's IEP team has decided that your child should take the Level I assessment.

For more information about the CAPA Program, ask your school or go to www.cde.ca.gov/sp/se/sr/capa.asp#capa6

† Level I is for profoundly disabled students and includes students in grades 2-11.

Back Page, Bottom: CAPA Performance Levels

<p style="text-align: right;">01</p> <p>More about the performance levels in English-Language Arts</p> <p>The following paragraphs describe the five English-Language Arts performance levels for CAPA Level I. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.</p> <p>Advanced <i>(Scale Scores 46–60)</i> Level I students performing at the <i>Advanced</i> level should demonstrate beginning awareness that print or symbols convey meaning. They consistently communicate basic needs such as hunger, thirst, and physical discomfort through their primary mode of communication. They are able to obtain help when needed.</p> <p>Proficient <i>(Scale Scores 35–45)</i> Level I students performing at the <i>Proficient</i> level should consistently communicate basic needs such as hunger, thirst, and physical discomfort with minimal prompts. They orient toward the speaker, even when engaged in an activity. They demonstrate recognition of common objects used in the classroom.</p> <p>Basic <i>(Scale Scores 30–34)</i> Level I students performing at the <i>Basic</i> level communicate basic needs inconsistently and may require extensive prompts. They orient toward a speaker after being given a prompt. They can identify some objects used in the classroom when given a forced choice or after a modeled prompt. They indicate a preference for objects or activities.</p> <p>Below Basic <i>(Scale Scores 26–29)</i> Level I students performing at the <i>Below Basic</i> level communicate when a basic need is not met but do not differentiate one need from another. They sometimes orient toward a speaker after being given a prompt. They attempt to comply with requests to identify common objects, but are often not accurate.</p> <p>Far Below Basic <i>(Scale Scores 15–25)</i> Level I students performing at the <i>Far Below Basic</i> level sometimes orient toward and/or interact with tasks. They occasionally use individual modes of communication that may include but are not limited to crying, vocalizations, purposeful movement, or body posturing.</p>	<p style="text-align: right;">02</p> <p>More about the performance levels in Mathematics</p> <p>The following paragraphs describe the five Mathematics performance levels for CAPA Level I. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.</p> <p>Advanced <i>(Scale Scores 43–60)</i> Level I students performing at the <i>Advanced</i> level should be able to identify more of a quantity, indicate one or two more, and count to 5. They demonstrate early algebra by matching like objects. They are able to identify tools that measure time (calendar, clock). They demonstrate an understanding of concepts of time such as morning, afternoon, and evening.</p> <p>Proficient <i>(Scale Scores 35–42)</i> Level I students performing at the <i>Proficient</i> level should be able to demonstrate concepts such as "more," count to 3, and indicate a quantity of "1". With a prompt, they are able to demonstrate an understanding of concepts of time related to when activities typically occur (day or night). They can identify at least one tool (calendar, clock) that measures time.</p> <p>Basic <i>(Scale Scores 30–34)</i> Level I students performing at the <i>Basic</i> level rote count, indicate a quantity of "1", and inconsistently communicate the number word "more". With a modeled prompt, they are able to identify when (day, night) activities typically occur and identify tools (calendar, clock) that measure time.</p> <p>Below Basic <i>(Scale Scores 21–29)</i> Level I students performing at the <i>Below Basic</i> level may attempt to count, indicate a quantity of "1," and identify which set has more but are often inaccurate. They attempt to match objects but are often inaccurate. They attempt to identify when (day, night) activities typically occur and identify tools (calendar, clock) that measure time but are often inaccurate.</p> <p>Far Below Basic <i>(Scale Scores 15–20)</i> Level I students performing at the <i>Far Below Basic</i> level sometimes tolerate extensive prompting to orient toward stimulus materials and/or pictures used for counting, matching objects, identifying tools that measure time, and comparing quantities.</p>
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CAPA Performance Level Descriptions

01

English-language Arts

02

Mathematics

Describes what children who scored at each performance level were able to do in English-Language Arts and Mathematics.

CAPA Student Master List Sample

		CAPA													
Student Information	Test Name							Test Name							
	SS	Perf Level						SS	Perf Level						
LASTNAME FIRSTNAME	CAPA ELA II							CAPA MATH II							
	042	ADV						037	PRO						
Local IU	DOB														
	07/01/1993														

STAR CST-CAT/6 Survey Student Master List Description

- 01 Student Information** Student’s name, ID number, and date of birth.
- 02 CRL** California Reading List (CRL) Number that is based on the student’s CST ELA score and used to obtain a list of books appropriate for the student to read based on the student’s test score.
- 03 Accommodation or Modification**

A appears if the student used an accommodation on the specified CST.

M appears if the student used a modification on the specified CST.

 - If the student used one of the following on English-language arts:
 - Test read aloud
 - Any writing modification
 - If the student used a calculator, arithmetic tables, or math manipulatives.
 - If the student used a calculator arithmetic tables, or math manipulatives on a science test.
 - If the student used a dictionary or unique modifications on the test.
- 04 SS (Scale Score)** A value from 150 to 600, with 350 as the lowest score for a proficient performance level on CSTs. For CAPA, a value from 15 to 60 with 35 the lowest score for a proficient performance level.
- 05 Perf Lev (Performance Level)** Student’s performance level on the 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.
- 06 Reporting Cluster Percent Correct** Percent correct for each reporting cluster (RC). Reporting Clusters vary by grade and subject.
- 07 RC6 Score** Writing Applications Standards Score for grade 4 or grade 7 would appear here under the title “Writing App.” Possible writing score is 2 through 8. If no writing score is available, one of these letters will appear:

The California Report for Teachers

All teachers should receive grade-level or course-appropriate reports for what they teach. Only teachers identified by the School and Grade Identification (SGID) sheet or Pre-ID file will receive grade-level or course reports individualized for their 2004–05 class(es).

Purpose:	To provide teachers a summary of results for their previous year’s class(es) on the English-language arts and mathematics CSTs — teacher reports are not available for science or history-social science. Teachers may use the report in conjunction with other information to evaluate the effectiveness of their instructional programs.
Format:	<p>There are separate reports for the California English-Language Arts and Mathematics Standards Tests.</p> <p>Reports are printed for individual teachers if:</p> <ul style="list-style-type: none"> • Teacher names were included for students in the district Pre-ID file, or • Student answer documents were packaged for scoring by teacher and the teacher’s name was gridded on an SGID or header sheet. <p>A teacher name on the SGID sheet takes precedence over the teacher’s name in the Pre-ID file. Reports are printed by grade level or math course for distribution to the appropriate teachers.</p>
Action:	<p>District STAR coordinators will receive teacher reports prepackaged by school. Do <i>not</i> open the packages. Distribute the packages to the schools for school administrators to distribute the reports to teachers.</p> <p>Reports for individual teachers will be in sealed envelopes addressed to the teachers. The envelopes are to be given only to the teachers to whom they are addressed.</p>
Focus:	Reporting clusters that may need focused attention, changes in scores from the previous year, and comparison of scores for various subgroups.

Users may notice slight differences between reports that are distributed to districts, teachers, and parents/guardians, and those that are shown in this guide. Data displayed on the samples in this guide are for demonstration purposes only and may not reflect valid data.

For the list of 2005 reporting clusters and number of questions for each, see Appendix A.

Note: District STAR coordinators will receive these reports during September/October and should forward the packages to schools immediately. Test site coordinators should not open the envelopes. Whenever possible, reports for individual teachers should be forwarded to teachers who have left the school. All reports that cannot be forwarded to teachers are to be returned to the district STAR coordinator.

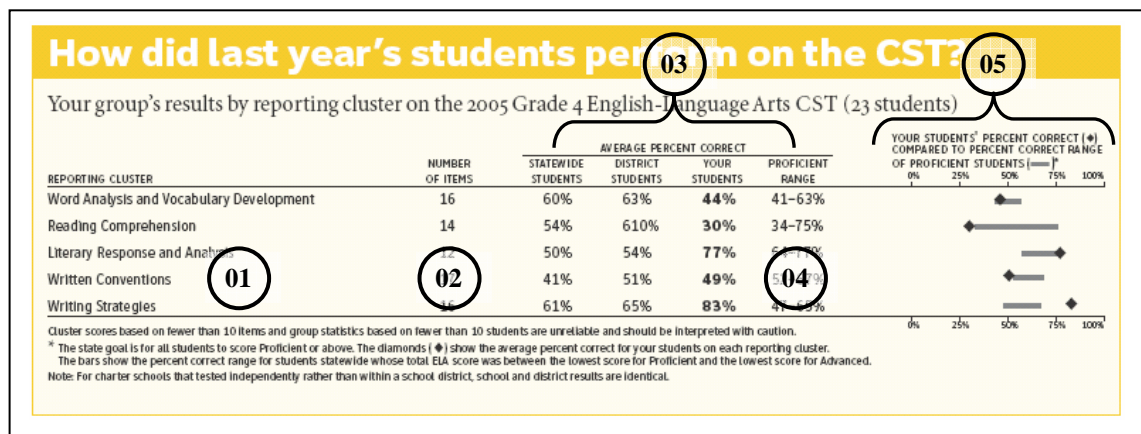
Types of Teacher Reports

Table 7. Types of Teacher Reports

Type	California Standards: English-Language Arts (ELA)	California Standards: Mathematics
Group	Based on SGID “Teacher, Counselor, or Group name” returned with answer documents or teacher name from Pre-ID file. If teacher names were included in the district’s Pre-ID file <i>and</i> different names were coded on the SGID, the name on the SGID will be used.	Based on SGID “Teacher, Counselor, or Group name” returned with answer documents or teacher name from Pre-ID file. If teacher names were included in the district’s Pre-ID file <i>and</i> different names were coded on the SGID, the name on the SGID will be used.
	Distribute sealed envelopes only to teacher, counselor, or group to whom each report is addressed.	Distribute sealed envelopes only to teacher, counselor, or group to whom each report is addressed.
	Example: Ms. Brown’s fourth grade	Example: Ms. Brown’s fourth grade
Grade or Course	All schools will receive these reports.	All schools will receive these reports.
	If there is no SGID by group, teacher, or counselor names in Pre-ID file, or if the superintendent opted not to receive reports by teacher, the school will receive only grade-level reports.	If there is no SGID by group, teacher, or counselor names in Pre-ID file, or if the superintendent opted not to receive reports by teacher, the school will receive only grade-level/math course reports.
	Administrators should distribute ELA grade-level reports to teachers who taught the grade level or English last year.	Administrators should distribute mathematics grade-level reports to teachers who taught the grade level last year or course reports to teachers who taught the mathematics course last year.
	Schools receive one grade report for every 20 students, grades 2–3; one grade report for every 30 students, grades 4–11.	Schools receive one grade report for every 20 students, grades 2–3; one grade or course report for every 30 students, grades 4–11.
	Example: All grade-7 students at Buena Vista Middle School.	Example: All grade-7 students at Buena Vista Middle School.

Front: Performance

The box that asks “How did last year’s students perform on the CST?” indicates the total number of students in the group. Then it shows how the students performed on each reporting cluster. Scores for tests taken below level are not included in this report.



- 01
Reporting Cluster
Reporting cluster names for the grade.
- 02
Number of Items
Number of questions in each reporting cluster.
- 03
Average Percent Correct

 For the reporting cluster, the average percent correct by: statewide, district, and your students.

$$\{[(\sum \text{Raw scores} / \# \text{ of students in the group}) / \sum \text{Total questions}] * 100, \text{ rounded to nearest whole number}\}$$
- 04
Proficient Range

 For the reporting cluster, the average percent correct for students statewide whose scale scores were between 350 (proficient) and the lowest scale score for advanced on the total test (ELA or Math CST).
- 05
Average Percent Correct

 The diamond symbol shows your students' average percent correct for this reporting cluster compared to the bar that represents the average percent correct range for students statewide who scored proficient on the total test.

Example: On Writing Strategies, the average percent correct for "Your Students" is 83%. In comparison, the range for students statewide who scored proficient on the total ELA CST is between 47 and 65%. In the sample in this section, your students performed better on Writing Strategies than students statewide who scored proficient on the ELA CST.

The Teacher Report

Front: Reporting Clusters for Improvement

This section reviews the reporting clusters and provides an overview of a particular reporting cluster.

01	02
<p>Overview of the reporting clusters</p> <p>Reading WORD ANALYSIS AND VOCABULARY DEVELOPMENT Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words. READING COMPREHENSION Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.... LITERARY RESPONSE AND ANALYSIS Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections among literary works....</p> <p>Writing WRITTEN CONVENTIONS Students write and speak with a command of standard English conventions appropriate to this grade level. WRITING STRATEGIES Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</p>	<p>Focus on a selected reporting cluster</p> <p>One reporting cluster to focus on is Reading Comprehension. This reporting cluster includes the following assessed standards:</p> <p>Structural Features of Informational Materials</p> <p>2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. 2.2 Analyze text that is organized in sequential or chronological order.</p> <p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p>Expository Critique</p> <p>2.5 Distinguish facts, supported inferences, and opinions in text.</p> <p>The complete California Academic Content Standards may be viewed and downloaded (without charge) at www.cde.ca.gov/be/st/ss or purchased by calling the CDE Press at 1-800-995-4099.</p> <p>NOTE This report is based on data as of September 2005. Please use your instructional program's assessments to determine the current needs of your students.</p>

01 Overview of the reporting clusters

This section of the report gives an overview of the reporting clusters for this grade level and content area.

02 Focus on a selected reporting cluster

This section lists the academic content standards for the reporting cluster on which the group's average percent correct was the lowest when compared to the average percent correct for students statewide who scored proficient on the total ELA CST.

Back: 2005 School Results

This section shows the percentage of students in the school that scored within each performance level for all students and subgroups of students.

03

Your school's results by performance standard on the 2005 Grade 4 English-Language Arts CST

PERFORMANCE STANDARDS (SCALED SCORES)	ALL	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	PACIFIC ISLANDER	AMERICAN INDIAN	OTHER	ENGLISH LEARNERS	ECONOMICALLY DISADVANTAGED	RECEIVING SPECIAL ED.	MALES	FEMALES
Advanced (≥ 395)	24%	22%	19%	23%	32%	21%	23%	—	32%	8%	23%	21%	21%	28%
Proficient (350–394)	47%	50%	48%	46%	50%	36%	46%	—	47%	23%	43%	42%	44%	49%
Basic (300–349)	16%	6%	10%	2%	5%	7%	8%	—	0%	2%	3%	8%	5%	4%
Below Basic (271–299)	16%	17%	14%	22%	9%	14%	15%	—	11%	31%	17%	12%	18%	14%
Far Below Basic (≤ 270)	9%	6%	10%	8%	5%	21%	8%	—	11%	37%	14%	17%	13%	5%
Total Number of Student	172	18	21	65	22	14	13	0	19	62	142	52	87	85

Percentages might not total 100 due to rounding.

- 01 Performance Standards** The five performance levels and the scale score for each: advanced, proficient, basic, below basic, or far below basic. The target for all students is to score proficient or advanced.
(The scale score is a value from 150 to 600, with 350 as the lowest score for a proficient performance level.)
- 02 All** Percent of all students tested in group, grade, or class that scored at each performance level.
- 03 Subgroups** Percent of students for specific subgroups that scored at each performance level.
- 04 Total Number of Students** Total number of students in the grade or group.

Back: School, District, and State Comparisons

Use this part of the report to compare the percent of students and subgroups of students in the school that scored proficient and advanced with the district and state results for two years.

01

Percent of students at or above Proficient on the 2004 and 2005 Grade 4 English-Language Arts CST

		ALL	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	PACIFIC ISLANDER	AMERICAN INDIAN	OTHER	ENGLISH LEARNERS	ECONOMICALLY DISADVANTAGED	RECEIVING SPECIAL ED.	MALES	FEMALES
Your School:	2004	72%	79%	71%	64%	77%	45%	72%	35%	N/A	63%	83%	14%	21%	29%
	2005	70%	72%	67%	69%	82%	61%	72%	—	79%	31%	66%	66%	66%	80%
District:	2004	63%	63%	64%	59%	58%	61%	63%	34%	41%	59%	63%	8%	5%	1%
	2005	62%	65%	66%	60%	61%	64%	65%	35%	42%	60%	65%	12%	18%	14%
State:	2004	49%	49%	47%	51%	53%	47%	49%	27%	31%	46%	52%	8%	11%	4%
	2005	52%	53%	49%	52%	50%	49%	52%	29%	35%	49%	53%	11%	14%	6%

N/A - Data not available. "OTHER" includes students whose ethnicity is not listed and those who declined to state their ethnicities. A dash (—) indicates no students in this group.

- 01 All** Percent of proficient and advanced scores in the grade-level or math course by school, district, and state.
- 02 Groups** Percent of proficient and advanced scores for specific subgroups by school, district, and state.

Back: Resources

The bottom portion of page 2 lists additional resources for teachers.

What additional resources are available?

About the Standards and Curriculum

- Academic Content Standards**
Adopted by the State Board of Education, the standards define what your students should know in each area. www.cde.ca.gov/be/st/ss
- Curriculum Frameworks**
They show how the standards guide instruction and give guidelines for the selection of instructional programs. www.cde.ca.gov/be/st/fr/

Call CDE Press at 1-800-995-4099 to purchase copies of these materials.

State-Approved Textbooks and Instructional Materials

The standards-aligned textbooks and instructional materials adopted by the State Board of Education were recommended by teachers and other members of the Curriculum Commission.

These resources help you integrate this information with your instruction by providing:

- Ongoing assessments** to test your students throughout the year
- Activities for students at all levels** to address the needs of advanced students, as well as students requiring additional instruction and practice


Where can I find more information?

The approved materials and textbooks are listed on the web at: www.cde.ca.gov/cl/cr/ct/index.asp. Your district office and local Learning Resources Display Centers may also have a copy.

About Your School: The STAR Web site
(<http://star.cde.ca.gov>)

- Results for both the Norm Referenced Test and California Standards Test
- Grade level and schoolwide data
- Breakdowns by various categories
- Information about the STAR program

About Each Student: Reports with Individual Results



Your principal has STAR reports, such as Individual Student Reports and Student Master Lists. In these reports, you can find each student's:

- California Standards Test results
- California Reading List Number
- Norm Reference Test results (Grades 3 and 7 only)

*Additional resources are available at www.cde.ca.gov/ta/tg/sr/resources.asp.
A comprehensive list of all STAR reports can be found at www.startest.org.
Questions or suggestions about this report or other STAR reports can be emailed to star@ets.org.

Teacher Grade Report Sample

The California Report for Teachers

The purpose of this report is to make the results of last year's California Standards Test (CST) useful for your instruction by addressing three questions:

- ◆ How did last year's students perform on the CST?
- ◆ How did each group of students perform?
- ◆ What additional resources are available?

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

GROUP REPORT

1234567890 — Suzanne Marino

Test **2005 Grade 4 English Language Arts CST**
School **Caderock Elementary**
District **Caderock**

This report shall not be used for any form of teacher evaluation.
This report is based on CST data posted as of 09/08/05.
Cluster averages do not include students tested below level.

How did last year's students perform on the CST?

Your group's results by reporting cluster on the 2005 Grade 4 English-Language Arts CST (23 students)

REPORTING CLUSTER	NUMBER OF ITEMS	AVERAGE PERCENT CORRECT				PROFICIENT RANGE	YOUR STUDENTS' PERCENT CORRECT (◆) COMPARED TO PERCENT CORRECT RANGE OF PROFICIENT STUDENTS (—)
		STATEWIDE STUDENTS	DISTRICT STUDENTS	YOUR STUDENTS	PROFICIENT		
Word Analysis and Vocabulary Development	16	60%	63%	44%	41-63%		
Reading Comprehension	14	54%	61%	30%	34-75%		
Literary Response and Analysis	12	50%	54%	77%	64-77%		
Written Conventions	17	41%	51%	49%	52-67%		
Writing Strategies	16	61%	65%	83%	47-65%		

Cluster scores based on fewer than 10 items and group statistics based on fewer than 10 students are unreliable and should be interpreted with caution.
* The state goal is for all students to score Proficient or above. The diamonds (◆) show the average percent correct for your students on each reporting cluster.
The bars show the percent correct range for students statewide whose total EIA score was between the lowest score for Proficient and the lowest score for Advanced.
Note: For charter schools that tested independently rather than within a school district, school and district results are identical.

Overview of the reporting clusters

Reading

WORD ANALYSIS AND VOCABULARY DEVELOPMENT

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.

READING COMPREHENSION

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose....

LITERARY RESPONSE AND ANALYSIS

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections among literary works....

Writing

WRITTEN CONVENTIONS

Students write and speak with a command of standard English conventions appropriate to this grade level.

WRITING STRATEGIES

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Focus on a selected reporting cluster

One reporting cluster to focus on is **Reading Comprehension**. This reporting cluster includes the following assessed standards:

Structural Features of Informational Materials

- 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
- 2.2 Analyze text that is organized in sequential or chronological order.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Expository Critique

- 2.5 Distinguish facts, supported inferences, and opinions in text.

The complete California Academic Content Standards may be viewed and downloaded (without charge) at www.cde.ca.gov/be/st/ss or purchased by calling the CDE Press at 1-800-995-4099.

NOTE This report is based on data as of September 2005. Please use your instructional program's assessments to determine the current needs of your students.

How did each group of students perform?

Your school's results by performance standard on the 2005 Grade 4 English-Language Arts CST

PERFORMANCE STANDARDS (SCALED SCORES)	ALL	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	PACIFIC ISLANDER	AMERICAN INDIAN	OTHER	ENGLISH LEARNERS	ECONOMICALLY DISADVANTAGED	RECEIVING SPECIAL ED.	MALES	FEMALES
Advanced (≥ 395)	24%	22%	19%	23%	32%	21%	23%	—	32%	8%	23%	21%	21%	28%
Proficient (350–394)	47%	50%	48%	46%	50%	36%	46%	—	47%	23%	43%	42%	44%	49%
Basic (300–349)	4%	6%	10%	2%	5%	7%	8%	—	0%	2%	3%	8%	5%	4%
Below Basic (271–299)	16%	17%	14%	22%	9%	14%	15%	—	11%	31%	17%	12%	18%	14%
Far Below Basic (≤ 270)	9%	6%	10%	8%	5%	21%	8%	—	11%	37%	14%	17%	13%	5%
Total Number of Students	172	18	21	65	22	14	13	0	19	62	142	52	87	85

Percentages might not total 100 due to rounding.

Percent of students at or above Proficient on the 2004 and 2005 Grade 4 English-Language Arts CST

	ALL	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	PACIFIC ISLANDER	AMERICAN INDIAN	OTHER	ENGLISH LEARNERS	ECONOMICALLY DISADVANTAGED	RECEIVING SPECIAL ED.	MALES	FEMALES
Your School: 2004	72%	79%	71%	64%	77%	45%	72%	35%	N/A	63%	83%	14%	21%	29%
2005	73%	72%	67%	69%	82%	61%	72%	—	79%	31%	66%	66%	66%	80%
District: 2004	61%	63%	64%	59%	58%	61%	63%	34%	41%	59%	63%	8%	5%	1%
2005	62%	65%	66%	60%	61%	64%	65%	35%	42%	60%	65%	12%	18%	14%
State: 2004	49%	49%	47%	51%	53%	47%	49%	27%	31%	46%	52%	8%	11%	4%
2005	52%	53%	49%	52%	50%	49%	52%	29%	35%	49%	53%	11%	14%	6%

N/A = Data not available. "OTHER" includes students whose ethnicity is not listed and those who declined to state their ethnicities. A dash (—) indicates no students in this group.

What are performance standards and scaled scores?

Performance standards are reported in five performance levels that range from Far Below Basic to Advanced. All California students should be at the Proficient level or above.

Performance standards are based on scaled scores. Scaled scores take into

account differences in the difficulty of test forms and are useful for reporting changes over time. A scaled score of 350 (Proficient) in 2004 is comparable to a scaled score of 350 in 2005, even though the number of correct responses needed to get a scaled score of 350 may be different.

What additional resources are available?

About the Standards and Curriculum

- Academic Content Standards**

Adopted by the State Board of Education, the standards define what your students should know in each area. www.cde.ca.gov/be/st/ss

- Curriculum Frameworks**

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- Breakdowns by various categories
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Your principal has STAR reports, such as Individual Student Reports and Student Master Lists. In these reports, you can find each student's:

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- California Reading List Number
- Norm Referenced Test results (Grades 3 and 7 only)

*Additional resources are available at www.cde.ca.gov/ta/tg/sr/resources.asp.
A comprehensive list of all STAR reports can be found at www.startest.org.
Questions or suggestions about this report or other STAR reports can be emailed to star@ets.org.

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D_F0801_CATeacher_Group

Appendices

Appendix A: STAR CST 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 the 2005 CSTs.

The last two columns of each table, labeled “Minimally Proficient” and “Minimally Advanced,” provide the average percent correct scores on each cluster for students statewide who scored at the lowest score for proficient and at the lowest score for advanced on the CSTs (that is, for proficient, a sample of students statewide who obtained a scale score of exactly 350 or the lowest reported scale score above 350; and for advanced, a sample of students statewide who scored at the lowest score for advanced).

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

CALIFORNIA ENGLISH-LANGUAGE ARTS STANDARDS TESTS					
Number of Questions for 2005 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
Grade 2					
	Word Analysis and Vocabulary Development	22	63	72	88
	Reading Comprehension	15	63	72	89
	Literary Response and Analysis	6	58	66	85
	Written Conventions	14	62	71	88
	Writing Strategies	8	59	67	85
Grade 3					
	Word Analysis and Vocabulary Development	20	66	79	90
	Reading Comprehension	15	53	67	84
	Literary Response and Analysis	8	60	73	87
	Written Conventions	13	65	79	91
	Writing Strategies	9	54	68	84
Grade 4					
	Word Analysis and Vocabulary Development	18	65	69	84
	Reading Comprehension	15	60	63	79
	Literary Response and Analysis	9	57	61	77
	Written Conventions	18	60	64	80
	Writing Strategies	15	51	54	74
	Writing Applications	1 (8 points)	51	50	57
Grade 5					
	Word Analysis and Vocabulary Development	14	62	68	84
	Reading Comprehension	16	53	58	77
	Literary Response and Analysis	12	67	74	87
	Written Conventions	17	68	74	87
	Writing Strategies	16	54	60	79
Grade 6					
	Word Analysis and Vocabulary Development	13	61	70	84
	Reading Comprehension	17	54	64	81
	Literary Response and Analysis	12	52	61	78
	Written Conventions	16	73	81	91
	Writing Strategies	17	54	63	79
Grade 7					
	Word Analysis and Vocabulary Development	11	66	72	87
	Reading Comprehension	18	65	71	87

CALIFORNIA ENGLISH-LANGUAGE ARTS STANDARDS TESTS					
Number of Questions for 2005 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
	Literary Response and Analysis	13	49	54	75
	Written Conventions	16	59	64	82
	Writing Strategies	17	56	61	80
	Writing Applications	1 (8 points)	54	58	68
Grade 8					
	Word Analysis and Vocabulary Development	9	59	67	81
	Reading Comprehension	18	51	58	75
	Literary Response and Analysis	15	56	64	79
	Written Conventions	16	61	69	82
	Writing Strategies	17	62	70	83
Grade 9					
	Word Analysis and Vocabulary Development	8	62	69	83
	Reading Comprehension	18	57	63	78
	Literary Response and Analysis	16	54	61	76
	Written Conventions	13	61	69	82
	Writing Strategies	20	56	62	78
Grade 10					
	Word Analysis and Vocabulary Development	8	70	81	91
	Reading Comprehension	18	60	72	85
	Literary Response and Analysis	16	54	66	81
	Written Conventions	13	62	73	86
	Writing Strategies	20	61	73	86
Grade 11					
	Word Analysis and Vocabulary Development	8	59	71	84
	Reading Comprehension	19	57	69	82
	Literary Response and Analysis	17	55	67	81
	Written Conventions	9	60	72	85
	Writing Strategies	22	58	70	83

CALIFORNIA MATHEMATICS STANDARDS TESTS					
Number of Questions for 2005 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 2					
	Place Value, Addition, and Subtraction	15	71	72	87
	Multiplication, Division, and Fractions	23	75	77	90
	Algebra and Functions	6	67	66	84
	Measurement and Geometry	14	76	77	89
	Statistics, Data Analysis, and Probability	7	70	69	83
Grade 3					
	Place Value, Fractions, and Decimals	16	73	74	89
	Addition, Subtraction, Mult., & Division	16	67	68	86
	Algebra and Functions	12	70	71	87
	Measurement and Geometry	16	72	73	88
	Statistics, Data Analysis, and Probability	5	79	81	92
Grade 4					
	Decimals, Fractions, and Negative Numbers	16	74	79	89
	Operations and Factoring	15	69	74	87
	Algebra and Functions	18	73	78	89
	Measurement and Geometry	12	63	68	84
	Statistics, Data Analysis, and Probability	4	71	76	86
Grade 5					
	Estimation, Percents, and Factoring	12	57	62	81
	Operations with Fractions and Decimals	17	61	66	85
	Algebra and Functions	17	63	68	85
	Measurement and Geometry	15	59	64	84
	Statistics, Data Analysis, and Probability	4	77	84	94
Grade 6					
	Ratios, Proportions, Percentages, Neg. Fractions	15	61	68	86
	Operations and Problem Solving with Fractions	10	63	72	89
	Algebra and Functions	19	65	72	88
	Measurement and Geometry	10	53	61	83
	Statistics, Data Analysis, and Probability	11	55	61	82
Grade 7					
	Rational Numbers	14	58	66	83
	Exponents, Powers, and Roots	8	46	52	75
	Quantitative Relationships and Evaluating Expressions	10	53	61	80

CALIFORNIA MATHEMATICS STANDARDS TESTS					
Number of Questions for 2005 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
	Multistep Problems, Graphing, and Functions	15	59	68	84
	Measurement and Geometry	13	51	61	81
	Statistics, Data Analysis, and Probability	5	57	66	84
General Math					
	Rational Numbers	14	51	67	84
	Exponents, Powers, and Roots	10	43	59	79
	Quantitative Relationships and Evaluating Expressions	11	52	68	85
	Multistep Problems, Graphing, & Functions	10	47	60	78
	Measurement and Geometry	11	40	57	79
	Statistics, Data Analysis, & Probability	9	50	66	84
Algebra I					
	Number Properties, Operations, and Linear Equations	17	53	69	87
	Graphing and Systems of Linear Equations	14	44	60	82
	Quadratics and Polynomials	21	40	54	76
	Functions and Rational Expressions	13	32	43	69
Geometry					
	Logic and Geometric Proofs	23	54	68	85
	Volume and Area Formulas	11	53	70	87
	Angle Relationships, Constructions, and Lines	15	54	69	86
	Trigonometry	15	53	68	86
Algebra II					
	Polynomials and Rational Expressions	19	57	69	86
	Quadratics, Conics, and Complex Numbers	16	50	63	83
	Exponents and Logarithms	15	55	70	87
	Series, Combinatorics, Probability & Statistics	14	41	52	74
Summative High School Math					
	Algebra I	18	72	76	91
	Geometry	19	73	78	92
	Algebra II	23	61	65	86
	Probability and Statistics	5	66	71	88
Integrated Math 1					
	Number Properties, Operations, and Linear Equations	15	49	74	88
	Graphing	9	42	66	84

CALIFORNIA MATHEMATICS STANDARDS TESTS					
Number of Questions for 2005 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
	Quadratics and Polynomials	14	37	60	80
	Functions and Rational Expressions	7	27	48	72
	Geometry	19	35	59	79
Integrated Math 2					
	Algebra I	20	44	53	73
	Logic and Geometric Proofs	22	48	57	78
	Angle Relationships, Constructions, and Lines	8	44	53	75
	Trigonometry	10	45	55	76
	Algebra II/ Probability and Statistics	4	41	50	70
Integrated Math 3					
	Geometry	5	74	82	92
	Polynomials and Rational Expressions	19	50	56	76
	Quadratics, Conics, and Complex Numbers	16	48	58	79
	Exponents and Logarithms	15	52	62	82
	Series, Combinatorics, Probability & Statistics	10	42	46	70

CALIFORNIA SCIENCE STANDARDS TESTS					
Number of Questions for 2005 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
5 Science					
	Physical Science, Grade 5	11	52	63	82
	Physical Science, Grade 4	8	49	61	82
	Life Science, Grade 5	13	51	62	82
	Life Science, Grade 4	9	53	64	84
	Earth Science, Grade 5	11	50	61	81
	Earth Science, Grade 4	8	46	57	78
Biology					
	Investigation and Experimentation	6	49	59	78
	Cell Biology	9	47	56	76
	Genetics	18	50	60	79
	Ecology and Evolution	16	52	63	81
	Physiology	11	58	69	85
Chemistry					
	Investigation and Experimentation	6	60	74	88
	Atomic and Molecular Structure	8	57	70	85
	Chemical Bonds, Biochemistry	9	52	65	82
	Kinetics, Thermodynamics	14	52	65	82
	Chemical Reactions	13	45	56	75
	Conservation of Matter and Stoichiometry	10	55	67	83
Earth Science					
	Investigation and Experimentation	6	53	69	84
	Astronomy and Cosmology	12	49	65	81
	Solid Earth	14	50	65	81
	The Earth's Energy	28	45	61	78
Physics					
	Investigation and Experimentation	6	52	65	82
	Motion and Forces	12	58	70	85
	Conservation of Energy and Momentum	12	53	65	82
	Heat and Thermodynamics	9	55	69	84
	Waves	10	47	61	79
	Electric and Magnetic Phenomena	11	48	59	78
Integrated/ Coordinated 1					
	Investigation and Experimentation	6	43	67	83

CALIFORNIA SCIENCE STANDARDS TESTS					
Number of Questions for 2005 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
	Biology/Life Sciences	10	46	64	82
	Chemistry	15	37	65	82
	Earth Sciences	17	45	64	79
	Physics	12	30	57	76
Integrated/ Coordinated 2					
	Investigation and Experimentation	6	40	61	79
	Biology/Life Sciences	15	40	57	76
	Chemistry	6	36	68	83
	Earth Sciences	15	46	63	79
	Physics	18	35	68	83
Integrated/ Coordinated 3					
	Investigation and Experimentation	6	39	69	84
	Biology/Life Sciences	16	43	57	77
	Chemistry	23	33	61	79
	Earth Sciences	7	42	58	76
	Physics	8	33	60	78
Integrated/ Coordinated 4					
	Investigation and Experimentation	6	55	66	83
	Biology/Life Sciences	13	57	68	84
	Chemistry	10	42	63	81
	Earth Sciences	15	51	61	78
	Physics	16	44	67	83

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS TESTS					
Number of Questions for 2005 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 8 (Grades 6, 7, 8 Standards)					
	World History and Geography: Ancient Civilizations	16	47	56	72
	Late Antiquity and the Middle Ages	14	48	58	74
	Renaissance/Reformation	10	43	51	68
	U.S. Constitution and the Early Republic	22	50	60	75
	Civil War and Its Aftermath	13	49	59	75
10 (World History)					
	Development of Modern Political Thought	13	53	65	79
	Industrial Expansion and Imperialism	10	56	68	81
	Causes and Effects of the First World War	14	51	62	77
	Causes and Effects of the Second World War	13	47	58	74
	International Developments in the Post-World War II Era	10	45	55	71
11 (U.S. History)					
	Foundations of American Political and Social Thought	10	50	58	75
	Industrialization and the U.S. Role as a World Power	13	50	57	74
	United States between the World Wars	12	51	60	76
	World War II and Foreign Affairs	12	51	60	76
	Post-World War II Domestic Issues	13	49	57	74

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

Scale Score Conditional Standard Error of Measurement (CSEM) for the 2005 California Standards Tests

Subject 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	13	300	13	350	12	393	14
	5	271	13	300	13	350	13	395	15
	6	268	13	300	13	350	13	394	15
	*7	263	14	300	13	350	14	401	15
	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	18
	* Including writing prompt								
History	8	271	16	300	15	350	15	396	17
	10	275	17	300	18	350	17	400	20
	11	270	19	300	18	350	17	401	20
Mathematics	2	236	18	300	17	350	19	414	24
	3	236	17	300	16	350	18	414	23
	4	245	15	300	14	350	15	401	20
	5	248	19	300	18	350	19	430	24
	6	253	17	300	15	350	16	415	21
	7	257	17	300	16	350	17	414	20
	General Mathematics	257	17	300	16	350	17	414	20
	Algebra I	253	20	300	18	350	18	428	21
	Geometry	247	17	300	15	350	16	418	22
	Algebra II	257	18	300	18	350	18	416	22
	High School Mathematics	235	18	300	17	350	18	420	24
	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	24	
Science	5	268	17	300	16	350	16	410	19
	Biology	276	15	300	13	350	13	394	16
	Chemistry	276	14	300	13	350	14	394	16
	Earth Science	277	14	300	14	350	14	393	16
	Physics	276	14	300	13	350	14	393	16

Note: CSEMs for Integrated Science are not included.