

2005 CALIFORNIA Standardized Testing and Reporting

Post-Test Guide

**ADDENDUM 2 to the printed version
distributed at the Post-Test Workshops in August 2005.**

Correction	Page
Updated Teacher Report samples, text	77–84
Corrected due date, test score verification	87
Corrected Grade 4 ELA reporting cluster, Written Conventions, Minimally Advanced column	93
Corrected due date, test score verification	115–116



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> <p>Multiple copies of grade-level and mathematics end-of-course reports are also included. These are to be distributed to all teachers who taught the grade or course during the 2004–05 school year. Additional copies of the grade-level and mathematics end-of-course reports may be made, if needed.</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.

The percentages in the report may be different from last year’s teacher reports or other numbers that have been made public because of rounding or changes in demographic 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.

Any reports that include results for ten or fewer students are confidential and should be distributed only to teachers who taught the grade-level or math course.

Types of Teacher Reports

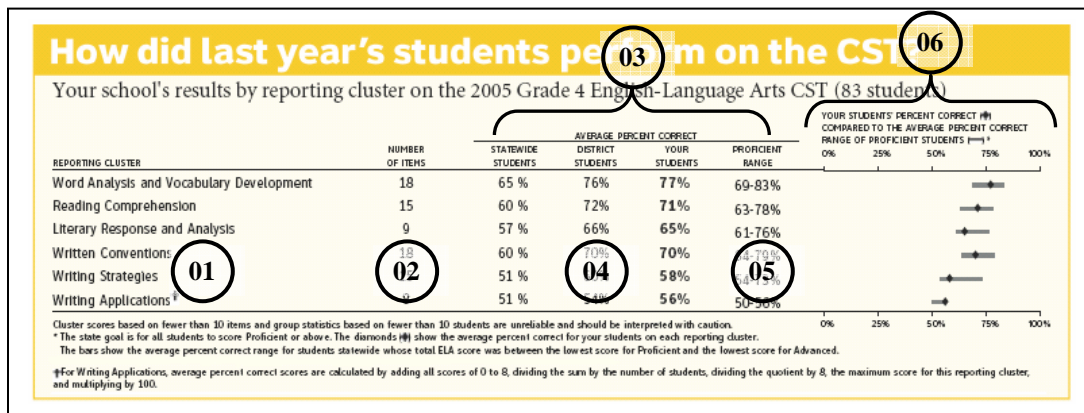
Table 7. Types of Teacher Reports

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 was 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 was 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.

The Teacher Report

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.

$$\left\{ \left[\frac{\text{Raw scores} / \# \text{ of students in the group}}{\text{Total Number of questions}} \right] * 100, \text{ rounded to nearest whole number} \right\}$$
- 04 District Students** Results that include data from independent charter schools and all other schools within a district.
- 05 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).
 The range shown in this example for the cluster Reading Comprehension is 63-78%. Appendix A shows that the minimally proficient statewide average percent correct is 63%; subtracting one from the minimally advanced statewide average percent correct — this year, 79% — gives the maximally proficient percentage of 78% (79-1=78).
 Please note that data are based on all answer documents returned before July 1, 2005, and do not include late testers.
- 06 Your Students' 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 58%. In comparison, the range for students statewide who scored proficient on the total ELA CST is between 54 and 73%. In the sample in this section, your students performed the same on Writing Strategies as students statewide who scored proficient on the ELA CST.

Front: Reporting Clusters for Improvement

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

<p>01</p> <p>Overview of the reporting clusters</p> <p>Reading WORD ANALYSIS AND 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... 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 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....</p>	<p>02</p> <p>Focus on a selected reporting cluster</p> <p>One reporting cluster to focus on is Literary Response and Analysis. This reporting cluster includes the following assessed standards: Structural Features of Literature 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales. Narrative Analysis of Grade-Level-Appropriate Text 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions. 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions. 3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales). 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works. 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>
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- 01 Overview of the reporting clusters**
- 02 Focus on a selected reporting cluster**

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

This section lists the academic content standards for the reporting cluster based on the student cluster score that is farthest from the statewide average minimally proficient average percent correct.

For example, if the statewide minimum proficiency for cluster A is 60% and a teacher's students scored 40%, there is a 20% difference in the average percentages correct (60-40=20). If the statewide minimum proficiency for cluster B is 75% and a teacher's students scored 50%, there is a 25% difference in the average percentages correct (75-50=25). Cluster B would be the subject of the "Focus on..." section.

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 STANDARD (SCALE SCORES)	ALL	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	PACIFIC ISLANDER	AMERICAN INDIAN	OTHER	ENGLISH LEARNERS	ECONOMICALLY DISADVANTAGED	RECEIVING SPECIAL ED.	MALES	FEMALES
Advanced (≥ 393) 01	31%	50%	9%	11%	38%	0%	0%	50%	0%	14%	19%	0%	18%	42%
Proficient (350-392)	29%	17%	18%	33%	41%	25%	0%	50%	50%	41%	33%	0%	29%	29%
Basic (300-349)	02	17%	27%	22%	14%	50%	100%	0%	0%	27%	33%	0%	18%	22%
Below Basic (269-299)	8%	8%	27%	11%	3%	0%	0%	0%	0%	5%	7%	0%	16%	2%
Far Below Basic (≤ 268)	11%	8%	18%	22%	3%	25%	0%	0%	50%	14%	7%	100%	18%	4%
Total Number of Students 04	83	24	11	9	29	4	2	2	2	22	27	9	38	45

Percentages might not total 100% due to rounding.

- 01 Performance Standards** The five performance levels and the scale score range 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

		ALL	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	PACIFIC ISLANDER	AMERICAN INDIAN	OTHER	ENGLISH LEARNERS	ECONOMICALLY DISADVANTAGED	RECEIVING SPECIAL ED.	MALES	FEMALES	
Your School:	2004	02	72%	33%	50%	66%	50%	0%	—	—	52%	42%	0%	54%	60%	
	2005		67%	27%	44%	79%	25%	0%	100%	50%	55%	52%	0%	47%	71%	
District:	2004		73%	22%	35%	63%	50%	18%	17%	—	30%	30%	25%	48%	62%	
	2005		66%	77%	43%	39%	74%	65%	45%	33%	75%	45%	51%	35%	58%	74%
State:	2004		39%	59%	27%	24%	63%	57%	37%	35%	—	14%	24%	15%	36%	43%
	2005		47%	68%	36%	32%	70%	66%	48%	43%	57%	20%	32%	19%	44%	51%

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

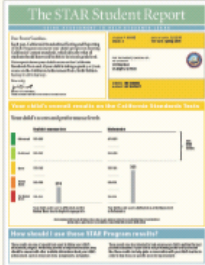
Where can I find more information?

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 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.

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

GRADE REPORT

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 data as of September 2005.
Cluster averages do not include students tested below level.

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

Your school's results by reporting cluster on the 2005 Grade 4 English-Language Arts CST (83 students)

REPORTING CLUSTER	NUMBER OF ITEMS	AVERAGE PERCENT CORRECT			PROFICIENT RANGE	YOUR STUDENTS' PERCENT CORRECT (◆) COMPARED TO THE AVERAGE PERCENT CORRECT RANGE OF PROFICIENT STUDENTS (—)†				
		STATEWIDE STUDENTS	DISTRICT STUDENTS	YOUR STUDENTS		0%	25%	50%	75%	100%
Word Analysis and Vocabulary Development	18	65 %	76%	77%	69-83%					
Reading Comprehension	15	60 %	72%	71%	63-78%					
Literary Response and Analysis	9	57 %	66%	65%	61-76%					
Written Conventions	18	60 %	70%	70%	64-79%					
Writing Strategies	15	51 %	60%	58%	54-73%					
Writing Applications‡	8	51 %	54%	56%	50-56%					

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 average percent correct range for students statewide whose total ELA score was between the lowest score for Proficient and the lowest score for Advanced.
‡ For Writing Applications, average percent correct scores are calculated by adding all scores of 0 to 8, dividing the sum by the number of students, dividing the quotient by 8, the maximum score for this reporting cluster, and multiplying by 100.

Overview of the reporting clusters

Reading

WORD ANALYSIS AND 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...

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 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....

Focus on a selected reporting cluster

One reporting cluster to focus on is **Literary Response and Analysis**. This reporting cluster includes the following assessed standards:

Structural Features of Literature

3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.

3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).

3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

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.

Note: The percentages on this page of the report may be different from last year's teacher reports or other numbers that have been made public on the Internet and other places because of rounding or changes in demographic data, and because on The California Report for Teachers, results for independent charter schools are combined with those of all schools within the district.

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 (SCALE SCORES)	ALL	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	PACIFIC ISLANDER	AMERICAN INDIAN	OTHER	ENGLISH LEARNERS	ECONOMICALLY DISADVANTAGED	RECEIVING SPECIAL ED.	MALES	FEMALES
Advanced (≥393)	31%	50%	9%	11%	38%	0%	0%	50%	0%	14%	19%	0%	18%	42%
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Basic (300-349)	20%	17%	27%	22%	14%	50%	100%	0%	0%	27%	33%	0%	18%	22%
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Far Below Basic (≤268)	11%	8%	18%	22%	3%	25%	0%	0%	50%	14%	7%	100%	18%	4%
Total Number of Students	83	24	11	9	29	4	2	2	2	22	27	9	38	45

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	57%	72%	33%	50%	66%	50%	0%	—	—	52%	42%	0%	54%	60%
2005	60%	67%	27%	44%	79%	25%	0%	100%	50%	55%	52%	0%	47%	71%
District: 2004	55%	73%	22%	35%	63%	50%	18%	17%	—	30%	30%	25%	48%	62%
2005	66%	77%	43%	39%	74%	65%	45%	33%	75%	45%	51%	35%	58%	74%
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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 scale 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 scale scores. Scale scores take into

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

What additional resources are available?

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Where can I find more information?

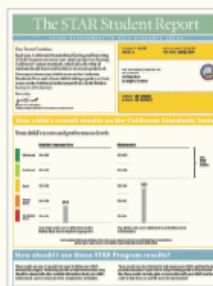
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Questions or suggestions about this report or other STAR reports can be emailed to star@ets.org.

CA-33

011.001701.30401.1211-2-63

Data Correction

Demographic Data

Districts have the option of paying to correct student demographic data after receiving the test results. The timeline to correct student demographic data is:

- August 9, 2005 Forms available to request demographic data corrections
- September 19, 2005 First day for districts to enter corrections
- October 13, 2005 Last day for ETS to receive “Request to Correct STAR ... 2005 Demographic Data” form
- October 28, 2005 Last day for districts to enter corrections

See Appendix F for more information about demographic data corrections and the “Request to Correct 2005 STAR CST/CAT/6 Survey and CAPA Demographic Data” form to request corrections. See Appendix F for the data corrections file layout. See the Demographic Data Corrections User Guide for detailed steps for each change.

Test Score Verification

Parents/guardians have the option of requesting and paying to have multiple-choice tests hand scored, or grade 4 and 7 writing tests rescored, if they question their children’s scores. District coordinators are responsible for notifying STAR test site coordinators and school administrators of these optimal services. **Requests by parents/guardians to verify a 2005 test score must be received by October 17, 2005, because answer documents are scheduled to be destroyed on November 1, 2005.**

See Appendix G for more information about test score verifications and the “Parent/Guardian Request for Verification of 2005 Test Score” form to request having tests rescored.

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

Appendix G: Parent/Guardian Request for Verification of 2005 Test Score

Parents/guardians or school staff members may question 2005 CST and CAT/6 scores for individual students. The following directions and the “Parent/Guardian Request for Verification of 2005 Test Score” form are to be used to request having the tests rescored.

Parents/guardians may request and pay for having multiple-choice tests hand scored and/or writing tests rescored. The charge for hand scoring a multiple-choice test is \$52, and the charge for rescoring a writing test is \$90. The parent/guardian is responsible for submitting a completed “Parent/Guardian Request for Verification of 2005 Test Score” form with a certified check or money order to cover the cost(s). The cost(s) will be fully refunded if the test score is changed as a result of the verification.

Requests must be received by October 17, 2005, because answer documents are scheduled to be destroyed on November 1, 2005.

The process to request hand-scored verification of a 2005 test score is:

1. The STAR test site coordinator or a school administrator should complete Section A of a “Parent/Guardian Request for Verification of 2005 Test Score” form.
 - a. If the request is to have the multiple-choice test rescored, inform the parent/guardian that this process consists of hand scoring all multiple-choice questions answered by the student.
 - b. If the request is to have the Grade 4 or 7 Writing Applications Standards component rescored, the STAR test site coordinator or an administrator is responsible for verifying that the student’s overall California English-Language Arts Standards Test score is basic (scale score of 300 through 349) *and* that a change in the Writing Applications score may result in changing the student’s overall English-language arts score to proficient. Use the following table to determine if an increase in the student’s Writing Applications score might change the overall California English-Language Arts Standards Test score to proficient.

Grade 4 ELA CST Scaled Score	Grade 7 ELA CST Scaled Score	Minimum Increase Required in Writing Score to Change ELA Score to Proficient
347	346	+1
344	343	+2
341	339	+3
338	339	+4
335	333	+5
332	330	+6

2. Ensure that a school administrator signs the form.
3. Meet with the parent/guardian to explain that the parent/guardian is responsible for:
 - a. Paying all cost(s) associated with having the student’s score verified. The cost(s) will be refunded, if the student’s score changes as a result of the verification.
 - b. Completing Section B of the form.
 - c. Mailing the form with a certified check or money order to ETS at the address printed on the form.

ETS will send the results of the score verification to the parent/guardian and the school.

