## 2004 CALIFORNIA

 Standardized Testing and Reporting
## Post-Test Guide

| Revisions |  |  |
| :--- | :--- | :--- |
| Version 2-2004 | Pages 9-10 | Inserted addendum, Interpreting <br> CST Reporting Clusters <br> (07/20/04). |
| Version 2-2004 | Pages 64-73 | Inserted 2004 sample screens <br> (08/30/04). |
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Table 1. New in 2004

| Report | Change |
| :---: | :---: |
| STAR Student Report for California Standards Tests (CSTs) and California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) | - Color copy for parents/guardians; black and white for students' current teachers <br> - One page, double-sided <br> - Letter to parents/guardians from Jack O'Connell <br> - Scaled scores as bar graph with "stop light" colors: green for Advanced and Proficient, yellow for Basic, and red for Below Basic and Far Below Basic <br> - Two subjects for grades 2-4, 6-7 <br> - Three subjects for grades 5,8 , and 9 Note: Grade 5 science scaled scores and performance levels will be reported, but no content areas will be reported. <br> - Four subjects for grades 10 and 11 <br> - Performance of child on specific content areas compared to students statewide who scored minimally proficient and minimally advanced. This section may suggest areas on which the student should focus. (no number of questions or percent correct) <br> - For two subject reports, additional information on Englishlanguage arts and mathematics standards <br> - For three subject reports, information about additional resources |
| STAR Student Report for California Alternate Performance Assessment (CAPA) | - Color copy for parents/guardians; black and white to schools <br> - Letter to parents/guardians from Jack O'Connell <br> - Scaled scores as bar graph with "stop light" colors: green for Advanced and Proficient, yellow for Basic, and red for Below Basic and Far Below Basic <br> - Information on CAPA levels <br> - Information on performance levels |
| Student Master List | - Grade level lists of student results for CSTs, CAT/6 Survey, and CAPA: <br> - First, all students tested with the CSTs and CAT/6 Survey listed in alphabetical order <br> - Second, all students assessed with the CAPA listed in alphabetical order |
| Student Master List Summary | Summary data for CSTs and CAPA |
| Subgroup Summary | Summary data for CSTs and CAPA disaggregated by: <br> - Gender <br> - English proficiency <br> - Economic status <br> - Disability status <br> CSTs results are reported by grade level. CAPA results are reported by CAPA level and include data disaggregated by specific disabilities. |

New in 2004

| Student Data on CD or Disk | Two separate files: <br> - CST and CAT/6 Survey results <br> - CAPA results |
| :--- | :--- |
| Group Summary CAT/6 Survey | - Percent of students scoring above the national $25^{\text {th }}$ percentile, at <br> or above the $50^{\text {th }}$ percentile, and above the $75^{\text {th }}$ percentile. <br> - Percentile ranges listed from highest to lowest. |
|  | - Percent of students scoring within each fifth of the distribution <br> based on national percentiles (99-80, $79-60,59-40,39-20$, <br> $19-1)$-order changed to highest to lowest. |
| Teacher Report | Reports for individual teachers will be in sealed envelopes <br> addressed to the teacher. <br> - If teacher name and period were included in Pre-ID file, there are <br> separate English-language arts and mathematics reports for each <br> teacher in departmentalized settings. |

## Introduction

This guide includes information that district STAR coordinators may use to understand and communicate to others the results of the 2004 STAR Program. Information is organized in this guide in the following broad areas:

Note: Some information was not available at the time of this printing. An addendum to this guide will be provided at a later date and will include updated information on the following:

- Interpreting CST Reporting Clusters
- Internet Reports
- Teacher Reports
- STAR CST Reporting Clusters (Appendix A)
- CSEMs for Integrated/Coordinated Science (Appendix C)


## Interpreting Results

This section presents information for interpreting the results of 2004 STAR results with a focus on the California Standards Tests (CSTs) and an explanation of key statistics.

## Reports

The report sections present information about the reports that districts and schools receive for the 2004 STAR Program. Report samples are organized as follows:

- Reports with individual student results
- Summary reports for schools, districts, and counties
- Internet Reports
- Teacher Reports

Report samples are presented as follows:

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

## Statistical Terms

Statistical terms and definitions are listed in alphabetical order.

## Appendices

Detailed information is provided in appendices:
A. STAR CST Reporting Clusters

Includes the reporting clusters by grade/subject, the number of questions for each, and the average percent correct for students statewide who scored at the lowest score for proficient and the lowest score for advanced.
B. STAR CST Scaled Score Ranges

Includes the CST scaled score ranges for performance levels by grade/subject.
C. STAR CST Conditional Standard Errors of Measurement (CSEM) Includes the CST CSEMs at each performance level.
D. CAPA Scaled Score Ranges Includes the CAPA scaled score ranges for performance levels by level/subject.
E. Normal Curve Equivalent (NCE) Ranges corresponding to each percentile rank.
F. California Reading List Includes step-by-step procedures for using the California Reading List Web site.

## Interpreting Reports

## Overview

The STAR Program consists of four components:

- California Standards Tests (CSTs)
- California Alternate Performance Assessments (CAPA)
- California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

The most important components of the STAR Program are the CSTs and the CAPA. The CSTs measure student performance on California's Academic Content Standards and identify students who achieve at each performance level: advanced, proficient, basic, below basic, or far below basic. The state's target is for all students to score proficient or advanced. The CSTs carry the most weight for calculating school and district Academic Performance Indexes (APIs). The CSTs are used in determining Adequate Yearly Progress (AYP) for grades two through eight toward meeting the federal No Child Left Behind requirement to have all students score proficient or above by 2014. The CSTs include the following grade-level tests:

- English-Language Arts - Grades 2 through 11
- Mathematics - Grades 2 through 7
- Science - Grade 5
- History-Social Science - Grades 8, 10, and 11

In addition, the following CSTs are administered as end-of-course examinations:
General Mathematics* Biology
Algebra I Chemistry
Geometry Earth Science

Algebra II
Integrated Mathematics 1
Integrated Mathematics 2
Integrated Mathematics 3
Summative High School Mathematics

Physics
Integrated/Coordinated Science 1 Integrated/Coordinated Science 2 Integrated/Coordinated Science 3 Integrated/Coordinated Science 4

* Administered to grade 8 and 9 students who have not yet taken Algebra I

Because the CSTs are the most important component of the STAR Program, teachers and administrators should use CST results to determine if modifications may be needed in instructional programs to better help students become proficient on California's Academic Content Standards.

The CAPA also measures student performance on California's Academic Content Standards. The CAPA assesses the performance of students with significant cognitive disabilities on subsets of California's Academic Content Standards for Englishlanguage arts and mathematics (grades 2 through 11). Science tests for grades 5 and

10 were field-tested during 2004. Students' Individualized Education Program (IEP) teams determined, on a student-by-student basis, if each student would take the CSTs and CAT/6 Survey or the CAPA. Like the CSTs, CAPA results are used on API calculations for grades two through eleven and in AYP calculations for grades two through eight and ten.

## Scaled Scores for the STAR Program

Scaled scores are important measures for the STAR Program. For the CSTs and CAPA, the performance levels are assigned on the basis of scaled scores. The scaled score ranges for the performance levels are presented in Appendix B for the CSTs and Appendix D for the CAPA.

Scaled scores are used to evaluate overall student performance. Scaled scores provide a more precise measure of performance than raw scores (i.e., number correct scores) and are used to equate the tests at each grade level from year-to-year. The equating is used to ensure that differences in the difficulty levels of the CSTs from year-to-year do not affect scaled score ranges and performance levels. The scaled score performance level cut-points are held constant from year-to-year for each grade level and content area, but the number or percent correct score associated with each scaled score may change. The change is due to the questions that are replaced each year.

During 2004, CST data were collected to begin a study of scaling the tests to allow for comparing results at adjacent grades. If the study confirms that adjacent grade scaling is feasible, grade-to-grade comparisons may be possible for the 2005 tests.

CST scaled scores for 2004 may be compared to 2003 scaled scores for the same content area and grade level. This allows users to say that CST performance for a given content area and grade was higher or lower in 2004 compared with 2003. However, CST scaled scores for the same content area may not be compared across grades because CST scaled scores are not vertically equated (scaled across grades).

CAT/6 Survey scaled scores are vertically scaled, which means that individual student scores can be compared across grades for each of the content areas.

## Ranges of Scaled Scores

Scaled scores are reported for the CSTs, CAPA, and CAT/6 Survey. The ranges of possible scaled scores are:

- CSTs: 150 to 600 for each grade and subject
- CAPA: 15 to 60 for each grade and subject
- CAT/6 Survey: 1 to 999 for each subject across all grades

For the CSTs and CAPA, scaled scores at different levels correspond to different performance levels. The CST and CAPA performance levels are: advanced, proficient, basic, below basic, and far below basic. The goal in California is to have all students perform at proficient or advanced. For all CST content areas and grades, the proficient level is set at a minimum scaled score of 350 , and the basic level is set at a minimum scaled score of 300 . The minimum scaled scores for below basic and advanced differ by content area and grade. For the CAPA, basic is set at 30 and proficient is set at 35 .

## Interpreting CST Scaled Scores and Performance Levels for Groups

An example of how group-level CST scaled scores for 2004 may be compared to the 2003 scaled scores for the same content area and grade is shown in Table 2. In this table, average CST scaled scores for English-language arts (ELA) are compared between 2004 and 2003 for the students in a particular school. Compared with average scaled scores in 2003, these data indicate slightly higher scores in 2004 for grades 2, 4 , and 6 , a slightly lower score for grade 5 , and a virtually identical score in grade 3 . In addition to comparisons for all students, similar grade-by-grade comparisons of scaled scores may be made for different subgroups of interest. However, because the ELA scales are independent for each grade, it is not appropriate to calculate and compare average scaled scores for the entire school or across grades.

Table 2. Example of Using CSTs to Measure Growth by Comparing Average Scaled Scores

| Grade | 2003 ELA CST |  | 2004 ELA CST |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | \# Students | Mean SS | \# Students | Mean SS |  |
| Grade 2 | 120 | 322.2 | 111 | 333.5 | 11.3 |
| Grade 3 | 100 | 331.4 | 124 | 331.7 | 0.3 |
| Grade 4 | 90 | 319.9 | 102 | 323.1 | 3.2 |
| Grade 5 | 100 | 334.0 | 94 | 327.6 | -6.4 |
| Grade 6 | 120 | 323.5 | 98 | 328.1 | 4.6 |

Table 3 provides a second example of how group-level CST results may be compared. In this example, the percentages of students scoring at or above Proficient in ELA are compared between 2004 and 2003 across grades for the same school. Comparisons between 2004 and 2003 in Table 3 indicate the same trends as Table 2: a slightly higher percentage of grade 2,4 , and 6 students scored at Proficient or above, a slightly lower percentage of grade 5 students scored at Proficient or above, and the same percentage of grade 3 students scored Proficient or above. Note that Table 3 also provides a comparison of overall results for the entire school. Because "Proficient or above" in ELA is a standards-based classification, 2004 and 2003 results for the entire school may be calculated by averaging across grades. The resulting school-level averages may be compared from year-to-year. However, for each year, these schoollevel averages should be weighted to reflect the numbers of students in each grade. For example, the results for grades 2 and 6 carry more weight in the calculations for 2003, but grades 2 and 3 carry more weight in the calculations for 2004.

Table 3. Example of Using CSTs to Measure Growth by Comparing Percentages of Students at Proficient and Above

| Grade | 2003 ELA CST |  | 2004 ELA CST |  | ( |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | \#Students | \%Prof or Above | \#Students | \%Prof or Above |  |
| Grade 2 | 120 | $31 \%$ | 111 | $35 \%$ | $4 \%$ |
| Grade 3 | 100 | $33 \%$ | 124 | $33 \%$ | $0 \%$ |
| Grade 4 | 90 | $29 \%$ | 102 | $31 \%$ | $2 \%$ |
| Grade 5 | 100 | $34 \%$ | 94 | $32 \%$ | $-2 \%$ |
| Grade 6 | 120 | $31 \%$ | 98 | $32 \%$ | $1 \%$ |
| All Grades | 530 | $32 \%$ | 529 | $33 \%$ | $1 \%$ |

## Interpreting CST Scaled Scores and Performance Levels for Individual Students

In any test, one can assume that scores for an individual would vary if it were somehow possible to give the same test over and over again. For example, students may vary in their performance because of the way they are feeling on the day of the test or they may be especially lucky or unlucky when they guess at questions they do not know. This random variation in individual scores is quantified using a statistic called the standard error of measurement (SEM).
There are several features of the SEM that are useful in interpreting scaled scores:

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

Appendix C lists the CSEMs for each CST at the four performance level cutpoints: below basic, basic, proficient, and advanced. For each content area and grade, these tables include the scaled score that corresponds to the performance level cutpoint. The CSEMs vary by content area/grade and by performance level. In general, the CSEMs are slightly lower at the basic and proficient levels, and slightly higher at the below basic and advanced levels.

## Interpreting CST Reporting Clusters

Reporting cluster information is included on Student Master Lists, Student Master List Summaries, STAR Student Reports, and California Reports for Teachers. Depending on the report, the reporting cluster results are shown as percent correct, average percent correct, or diamonds placed in columns headed "Lower," "About the Same," or "Higher." CST reporting clusters and the number of items that comprise each are provided in Appendix A of this guide. Reporting clusters can help teachers and instructional leaders pinpoint areas of student strengths and weaknesses. However, reporting clusters should be interpreted cautiously, and two very important limitations of CST reporting clusters should always be kept in mind:

1. Reporting clusters are based on different numbers of questions, and in some cases, the number of questions that makes up a reporting cluster may be quite small. The smaller number of questions results in scores that are less accurate than the overall test scores.
2. Reporting cluster scores may vary from year to year because the difficulty of the questions in the reporting clusters may vary. While the overall test scores are equated to adjust for differences in difficulty from year to year, this is not done for the reporting clusters.

Two useful reference points for interpreting reporting clusters are the performance on the clusters for students statewide who scored at the lowest score for proficient and students statewide who scored at the lowest score for advanced on the total test. ETS calculated the average percent correct scores for students who scored at these reference points on each CST. The averages for the two reference points, as well as the numbers of items in each reporting cluster, are provided in Appendix A.

The chart below provides an example of how considering the average percent correct for students statewide who received the lowest score for proficient and advanced helps in the interpretation of CST cluster scores for a class of students. In this illustrative example, average percent correct cluster scores for students statewide scoring at the lowest score for proficient and the lowest score for advanced are provided for the 2004 Geometry CST. The average percent correct for a class of students ("My Class") in 2003 and 2004 is also provided. For "My Class," the average percent correct for the 2004 students is either lower or the same as the average percent correct for the 2003 class. The 2004 class appears to have lower scores in Angle Relationships and Trigonometry than the 2003 class. However, this information is misleading because the percent correct values for 2004 and 2003 are not directly comparable. If performance for the 2004 group is compared to the performance for students statewide scoring proficient or advanced in 2004, it becomes clear that the performance is about the same in Angle Relationships and Trigonometry as students statewide who scored at the lowest score for proficient on the 2004 Geometry CST. The only reporting cluster on which the 2004 class scored lower is Volume and Area. Similar comparisons may be made to the students statewide scoring advanced on the 2004 Geometry CST. "My Class" in 2004 scored higher than the advanced group of students statewide on Logic and Geometric Proofs.


The average percent correct values for students scoring proficient and advanced can also be used to help interpret reporting cluster scores for individual students. That is, individual student strengths and weaknesses can be assessed by comparing the student's percent correct scores for each reporting cluster to the average percent correct scores for the students statewide who scored proficient or advanced on the total test. Caution should be used in making these comparisons when the reporting cluster scores are based on relatively few items (e.g., 10 items or fewer).
The performance of students statewide who scored proficient and advanced on the total tests is used for determining the placement of diamonds for the CST reporting clusters/ content areas on the STAR Student Reports and the California Report for Teachers. Diamonds used for reporting performance on the reporting cluster/content areas are placed in the:

- "Lower" column when the percent correct or average percent correct is lower than the average percent correct for students statewide who scored at the lowest score for proficient on the total test.
- "About the Same" column when the percent correct or average percent correct is between the average percent correct for students statewide who scored at the lowest score for proficient and the average percent correct for students statewide who scored at the lowest score for advanced on the total test.
- "Higher" column when the percent correct or average percent correct is higher than the average percent correct for students statewide who scored at the lowest score for advanced on the total test.


## Interpreting CAT/6 Survey Results

Because the CAT/6 Survey was normed using a national sample of students, it can be used to compare the performance of California students with that of a nationally representative sample of students for various subject areas, including reading, language, spelling (grades 2 through 8), mathematics, and science (grades 9 through 11). The CAT/6 Survey results may also contribute to the base Academic Performance Index (API) in 2004 and will contribute to the growth API between 2003 and 2004.

## National Percentile Ranks for the Average Student

CAT/6 Survey subgroup summary reports include a national percentile rank (NPR) that provides the relative standing of a "hypothetical average student" in comparison to the national normative sample. We refer to the hypothetical average student because the comparison is to a distribution of individual students rather than to groups of students. Thus, the NPR would be assigned for a single student who scored exactly at the group mean or average. For the CAT/6 Survey, the NPR for the average student is based on the average normal curve equivalent (NCE) for the group. The relationship between NCEs and NPRs is mathematical in nature. NCEs may be obtained by converting percentiles to normalized z-scores and making the transformation NCE $=50+21.06 z$. Appendix E is based on this relationship, and provides the NCE intervals corresponding to each percentile rank as they are used by CTB/McGraw-Hill.

## Using Results for Individual Students

Standard 13.7 of the Standards for Educational and Psychological Testing states, "In educational settings, a decision or characterization that will have major impact on a student should not be made on the basis of a single test score. Other relevant information should be taken into account if it will enhance the overall validity of the decision." ${ }^{1}$

It is inappropriate to use either CST or CAT/6 Survey scores by themselves to make decisions about student placement and/or eligibility for special programs.

[^0]
## Accommodations, Below Level Testing, and Modifications

Accommodations have no effect on scores, but testing below level or using modifications do. No subgroup report shows the number of students who used accommodations or modifications, or the number that was tested below level. CAPA students may not be tested below level. Examiners administering the CAPA build any required accommodations or modifications students need into the tasks. Therefore, accommodation and modification use is neither collected nor reported for the CAPA.

## Accommodations

Accommodations are variations in the standardized administration of the tests that do not change the construct being measured.

- Scores are reported in the same way as for non-accommodated tests. If students used accommodations or extra time for the CAT/6 Survey, or used Braille or large print versions of the tests, these do not change what was tested. The students' scores appear the same as those for students tested without accommodations.
- The individual score reports indicate if a student used accommodations on some tests but not others.
- Braille is shown when a student used a Braille version of the test.


## Below Level Testing

In 2004, students with Individualized Education Programs (IEPs) in grades 5 through 11 were permitted to test one or two grades below their grade level.

- Student reports have the grade-level of the test taken and students' scores on the test. Individual reports (but not aggregate reports) show if a student tested below level and their actual scores on the below-grade-level standards. CSTs taken below grade level are counted as Far Below Basic in school, district, county, and state summary reports.
- CAT/6 Survey scores were based on the student's enrollment grade. Below-level CAT/6 Survey tests are included on all summary reports for the students' enrollment grades.
- CAT/6 Survey tests taken below grade level were scored as follows:
- The number of questions answered correctly was used to look up the scaled score for the grade level of the test.
- The scaled score was then used to look up the national percentile rank (NPR), stanine, normal curve equivalent (NCE), and California Reading List (CRL) Number for the grade in which the student was enrolled.


## Modifications

Modifications change what is being tested and therefore change scores. If students used modifications, their scores were counted differently from non-modified test scores on summary reports. Individual reports include the students' actual scores.

- Student reports indicate whether modifications were used. Individual reports indicate modifications if students had the test read to them or used a dictionary for English-language arts, reading, language, or spelling; dictated the writing test to a scribe with the scribe providing all spelling, grammar and conventions; or used software for the writing test with tools enabled. Individual reports indicate modifications if students used a calculator, math tables, or math manipulatives on any math test.
- On the CST summary reports, the students' scores are counted as Far Below Basic.
- Scores are counted between the $1^{\text {st }}$ and $19^{\text {th }}$ NPR for the CAT/6 Survey Group Summary Report.


## Report Descriptions

California Standards Tests (CSTs) are criterion-referenced tests that measure students' progress toward mastering California's Academic Content Standards in English-language arts, mathematics, history-social science, and science. The California Alternate Performance Assessment (CAPA) is also criterion-referenced. It measures the progress of students with significant cognitive disabilities toward mastering subsets of California's Academic Content Standards. The California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), is a norm-referenced test battery that assesses how California students' achievement ranks against the achievement of a national sample of students.

Table 4. 2004 STAR CST-CAT/6 Survey and CAPA Reports

| Report | Description | Distribution |
| :---: | :---: | :---: |
| Student Report <br> A report for either CSTs and CAT/6 Survey or CAPA based on the tests the student took. | For CSTs-CAT/6 Survey and CAPA this report provides parents/guardians and teachers with the student's results in tables and graphs. <br> For the CSTs: <br> - Scaled scores <br> - Performance levels ${ }^{1}$ <br> - Comparison of the student's scores on specific content areas (reporting clusters) to the scores of students statewide who scored at the lowest score for Proficient and the lowest score for Advanced on the total test <br> For the CAT/6 Survey: <br> - Percentiles by subject ${ }^{2}$ <br> - Student's California Reading List (CRL) Number <br> For the CAPA: <br> - Scaled scores <br> - Performance levels ${ }^{1}$ <br> - Explanation of performance levels <br> The report is formatted with the student's mailing address positioned for use in windowed envelopes for mailing to parents/guardians if the district provided mailing addresses. | This report includes individual student results and is not distributed beyond the student's school. <br> Two copies of this report are provided for each student: One in black and white for the student's current teacher and one in color to be distributed to parents/guardians. <br> The color copy for parents/guardians is sent to the district to distribute. <br> For mailing, use a \#10 righthand window envelope. Fold the report in thirds so that the address, if printed, will appear in the window. |
| Student <br> Record <br> Label | These reports are printed on adhesive labels. Each student's label must be affixed to the student's permanent school records. <br> For the CSTs: <br> - Scaled scores | Since these reports include individual student results, they are distributed only to the student's school. |


| Report | Description | Distribution |
| :---: | :---: | :---: |
|  | - Performance levels ${ }^{1}$ <br> For the CAT/6 Survey: <br> - Scaled scores <br> - National percentiles - stanines <br> - National Normal Curve Equivalents (NCEs) <br> - California Reading List (CRL) Number |  |
| Student Master List | This report is an alphabetical roster of individual student results on the CSTs, the CAT/6 Survey, and the CAPA. <br> For the CSTs: <br> - Percent correct for each reporting cluster within each subject ${ }^{3}$ <br> - A scaled score and a performance level ${ }^{1}$ for each subject ${ }^{3}$ <br> For the CAT/6 Survey: <br> - Percentile ranks <br> - Stanines <br> - Normal Curve Equivalents (NCEs) <br> For the CAPA <br> - A scaled score and a performance level ${ }^{1}$ for each subject ${ }^{4}$ | This report provides administrators and teachers with a quick reference to all students' CST, CAT/6 Survey, and CAPA results within each grade or within each grade and year-round schedule at a school. <br> Because this report includes individual student results, it is not distributed beyond the student's school. |
| Student Master List Summary (CST and CAPA) | This report summarizes student results for CSTs and the CAPA at the school, district, county, and state level for each grade. It does not include any individual student information. It does not include information on the CAT/6 Survey. <br> For each CST grade and CAPA level, the following data is summarized: <br> - By subject ${ }^{3}$ tested, number of students enrolled, number and percent of students tested, and number and percent of valid scores <br> - Mean percent correct, mean scaled score, and scaled score standard deviation for each subject ${ }^{3}$ area tested <br> - Number and percentage of students scoring at each CST or CAPA performance level ${ }^{1}$ <br> - For CSTs only, the number of items for each reporting cluster and the mean percent correct Note: Summaries for specific science | This report is a resource for evaluators, researchers, teachers, parents/guardians, community members, and administrators. <br> One copy is sent to the school and one to the district. <br> This report is also produced for districts, counties, and the state. <br> Note: The data on this report may be shared with parents/guardians, community members, and the media only if the data are for 11 or more students. |


| Report | Description | Distribution |
| :---: | :---: | :---: |
|  | and mathematics CSTs across grades are provided in the Student Master List Summary-End-of-Course (CST) report. |  |
| Student <br> Master List <br> Summary - <br> End of Course (CST) | This report summarizes Student Master List information for mathematics and science End-of-Course CSTs across grades at the school, district, county, and state level. It does not include any individual student information. It does not include information on the CAT/6 Survey. <br> At grades 8-11, end-of-course mathematics tests are given in the following subjects: algebra 1, geometry, algebra 2, general math (grades 8 and 9), integrated mathematics 1 , 2 , and 3 , and summative high school math (grades 9-11). At grades 9-11, end-ofcourse science tests are offered in the following subjects: biology, chemistry, physics, earth science, integrated/ coordinated science 1, 2, 3, and 4. <br> For each of these CSTs, the following data is summarized: <br> - By subject ${ }^{3}$, number of students enrolled, number and percent of students tested, and number and percent of valid scores <br> - Mean percent correct <br> - Mean scaled score <br> - Scaled score standard deviation <br> - Number and percentage of students scoring at each CST performance level ${ }^{1}$ <br> - The number of items for each reporting cluster and the mean percent correct | This report is a resource for evaluators, researchers, teachers, parents/guardians, community members, and administrators. <br> One copy is sent to the school and one to the district. <br> This report is also produced for districts, counties, and the state. <br> Note: The data on this report may be shared with parents/guardians, community members, and the media only if the data are for 11 or more students. |
| Group Summary: CAT/6 Survey Results | This report summarizes the Student Master List information for the CAT/6 Survey. This report does not include any individual student information. Results are aggregated at the school, district, county, and state level. For each CAT/6 Survey subject ${ }^{2}$ this report provides: | This report is a resource for evaluators, researchers, teachers, parents/guardians, community members, and administrators. <br> One copy is sent to the school and one copy to the district. |


| Report | Description | Distribution |
| :---: | :---: | :---: |
|  | - Number of students enrolled <br> - Number and percent of students tested <br> - Number and percent of valid scores <br> - National percentile rank - Stanine for a hypothetical average student <br> - Mean national Normal Curve Equivalent (NCE) <br> - Mean scaled score <br> - Scaled score standard deviation <br> - Percent of students scoring: - Above the $75^{\text {th }}$ percentile <br> - At or above the $50^{\text {th }}$ percentile - Above the $25^{\text {th }}$ percentile <br> - Percent of students scoring within each fifth of the national distribution | This report is also produced for districts, counties, and the state. <br> Note: The data on this report may be shared with parents/guardians, community members, and the media only if the data are for 11 or more students. |
| Subgroup <br> Summary | This set of reports disaggregates and reports results by the following subgroups: <br> - All students <br> - Disability Status <br> Note: Disabilities among CAPA students include specific disabilities. <br> - Economic status <br> - Gender <br> - English-language fluency <br> These reports contain no individual studentidentifying information and are aggregated at the school, district, county, and state level. CAPA statistics are listed by CAPA testing level. <br> CST, CAT/6 Survey, and CAPA information is provided on this report. For each subgroup within a report, and for the total number of students, the following is included: <br> - Total number tested in the subgroup <br> - Percent tested in subgroup as a percent of all students tested <br> - Number and percent of valid scores <br> - Mean scaled score <br> - Standard deviation of scaled score <br> - Number and percentage of students scoring at each CST or CAPA performance level ${ }^{1}$ | This report is a resource for evaluators, researchers, teachers, parents/guardians, community members, and administrators. <br> One copy is sent to the school and one copy to the district. <br> This report is also produced for districts, counties, and the state. <br> Note: The data on this report may be shared with parents/guardians, community members, and the media only if the data are for 11 or more students. |


| Report | Description | Distribution |
| :---: | :---: | :---: |
| The California Report for Teachers | The purpose of this report is to make the results of last year's CST more useful for instruction by addressing three questions: <br> - How did last year's students perform on the CST? <br> - How did each group of students perform? <br> - What additional resources are available? <br> There are separate reports for English-language arts and mathematics. | One copy of this report is provided to the teacher who had the class during the year the test was given. <br> If answer documents were not submitted by teacher for scoring, or teacher information was not included in the district's Pre-ID file, grade-level or end-of-course reports are provided. <br> Reports for individual teachers will be delivered in sealed envelopes. These are to be delivered only to the teacher whose name is on the envelope. <br> Under no circumstances is the information in the reports to be used for teacher evaluation. |

[^1]
## Individual Reports

## Viewing Report Samples

Report samples are presented in this section as follows:

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

## Report Modes

Individual STAR results are reported in the following modes:

| Mode | Report | Levels Available |
| :--- | :--- | :--- |
|  | The STAR Student Report CSTs <br> and CAT/6 Survey | Individual student |
|  | The STAR Student Report CAPA | Individual student |
|  | STAR Student Record Label | Individual student |
|  | List of students by <br> grade/school or by grade <br> and year-round schedule, <br> includes CAPA students |  |

## STAR Student Report

| Purpose: | To show a student's achievement on the tests in the STAR <br> Program to parents/guardians, students, and teachers. |
| :--- | :--- |
| Format: | The STAR Student Report for CSTs and CAT/6 Survey consists <br> of a single page: <br> - <br> Front: student scores <br> - |
|  | Back: student's content area (reporting cluster) results <br> compared to the results for students statewide who scored <br> at the lowest score for Proficient and the lowest score for <br> Advanced on the total test |
|  | The STAR Student Report for CAPA consists of a single page:  <br> - Front: student scores <br> Back: explanation of CAPA levels and of English-language <br> arts and mathematics performance levels <br> Action: Districts or schools must forward the color copy to the student's <br> parents/guardians and the black and white copy to the student's <br> current teacher. <br> Focus: Individual student's results. |

For the list of 2004 CST reporting clusters and number of questions for each, see Appendix A.

## Front Page, Top: Student Information

## The STAR Student Report <br> USING ASSESSMENT TO HELP STUDENTS LEARN

> Dear Parent/Guardian,
> Each year, California's 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, as well as on the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey). The report also gives suggestions for how youcan continue to help your child learn.
> Sincerely,
> JACE O'CONNELI
> STRTE SOPERINTENDINT DF PUBLIC INSTHOCTION

| STUDEAT: XOOOOX GRADE: 9 |  test dare Spring 2004 |
| :---: | :---: |
| For the marent/glardian of: <br> ny student <br> Hy Address <br> Hy Clty CA 12365 | 03 |
| SCHOOL: MY SCHOOL DIST RICT: MY DISTRICT | (04) |

## Student Information Descriptions

01 Letter
02 Student identification

0 Student's mailing address
(04)

School and district

Letter from the California State Superintendent of Public Instruction explaining the purpose of the report.
Information about the student.
Note: The grade indicates the grade in which the student was enrolled.

Student's mailing address, if included in the Pre-ID file.
School and district name.

## Front Page, Bottom: Student's Overall Results on the California Standards Tests Your child's overall results on the California Standards Tests

Your child's scores and performance levels


## Student's Overall Results Descriptions

(0) Braille or Tested Below Level
(02) Overall Results

STAR results

How to help your child

If the student was tested with a Braille test or was tested below grade level, this part of the report will say "Braille" or "Your child was tested below level."
Student's overall results on the California Standards Tests (CSTs). The vertical bars represent the performance level 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 scaled 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.
Web addresses to find complete STAR results or the School Accountability Report Cards.

Provides ways that parents/guardians can help their child in school.

## Back Page, Top: Student's Strengths and Needs

This section of the report breaks down the subjects into content areas (reporting clusters). The charts show how the student performed in each content area for each test taken. This information is used to suggest one area in which the student may need to improve, if appropriate. If all comparisons fall in the same column, no single area for improvement is specified. If the student used accommodations or modifications, that is indicated below the content areas.

The diamond placement is based on comparing the student's number correct score for each content area to the average score for students statewide who scored at the lowest score for proficient on the total test and the average score for students statewide who scored at the lowest score for advanced. If the student's score is lower than the average score for students statewide who scored at the lowest score for proficient on the total test, the diamond is placed in the "LOWER" column. If the student's score is between the average score for students statewide who scored at the lowest score for proficient and the average score for students statewide who scored at the lowest score for advanced, the diamond is placed in the "ABOUT THE SAME" column. If the student's score is higher than the average score for students statewide who scored at the lowest score for advanced, the diamond is placed in the "HIGHER" column.

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

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


## Your child's strengths and needs based on these tests

| English-Language Arts mader |  |  |  |
| :---: | :---: | :---: | :---: |
| 01 |  |  |  |
| Diture Sutiont | 1 Lentin | ${ }_{\text {a }}$ | hasicr |
| Roading |  |  |  |
| Word Analysis and Vocabulary Development |  |  | , |
| Reading Comprehersion |  | + |  |
| Literary Response and A natysis |  | , |  |
| Writing |  |  |  |
| Written Comrentions |  | , |  |
| Writing Strategies |  |  | , |

I the chart aboue your chid's score is compared to the scores of students whose wall fell student state target for all sludents. Based on your childs test results one content area to focus on is Written Conventions.

h the chart abwe, your child's score is compared to the scores of students whose werall performance level on the test was Proficient. Proficient is the whose overall performance level on the test was Proficient. Proficient is the
state target for all students. Based on your child's test results, one content area to focus on is Investigation and Experimentation.

| Geometry |  |  |  |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  | เой5 |  | HILITR |
| Logic and Geometric Proofs |  | , |  |
| Volume and Area Formulas |  | $\dagger$ |  |
| Anglo Relationships, Constructions, and Lines | + |  |  |
| Trigonometry |  | , |  |

In the chart above your child's score is compared to the scores of students state targel for all students Dased on your childs test resids ane content area to focus on is Angle Relationships, Constructions, and Lines.

## Additional Resources 04

Callfornla's content standards for Engllsh-language arts, mathematics, sclence, and history-soclal sclence describe what all students should know and be able to do th the end of each grade level or high school course. The Callfornla Standards Tests assess how well students in Callfornla publlc schools are acquiring the skills and knowledge specifled In these standards. There are separate Callfornla Content Standards booklets for each of the four content areas. The booklets are wallable at
www.cde.ca.gov/be/st/ss on the Internet
There are two verslors of the standards bocklets. To use the PDF version you need to have Adobe Acrobat Reader on your computer. If you do not have Adobe Acrobat Reader, there are directlons for downloading it or you may select Text under the content standards youwkh to revlew. After you select Text or PDF, a llst of grade tevels and courses will be displayed. Select the grade level or course you wish to revlew. Each booklet also includes an Introduction that provides an oveniew of the standards.

## Student's Strengths and Needs Descriptions

0 Content areas for English-language arts* (all grades)
(02) Content areas for mathematics* (all grades)
$0^{03}$ Content areas for science* (grades 5, 9, 10, and 11)
or
Content areas for history-social science* (grade 8)
or
English-language arts content descriptions (grades 2, 3, 4, 6, and 7)
(04) Content areas for history-social science* (grades 10 and 11)
or
Mathematics content descriptions (grades 2, 3, 4, 6, and 7)
or
Information about other resources (grades 5, 8, and 9)
(05) Web addresses for released test items and content standards
*See page 19 for a description of the diamond ( $\bullet$ ) placement.

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

For more information about California Reading List Numbers, see Appendix F.

## California Reading List

Your child's California Reading List Nurnber is 11.


To find recorrmended books based on your child's reading performance on the CAT/6 Servey qo to http://star.cde.cagov and dick on "Califorria Reading List." This lisi provides tities of books that your chid should be able to read independently. It includes different types of books, such as fiction, nonfiction, plays, and poetry.

Encourage your child to read at horne and help your child find books of interest. Strong reading skilt are critical for success in all school subjects.

## National comparison

As part of the STAR Program your child took a test called the CAT/6 Surveg, which shows how your child performed in basic skills a compared to a sample of students tested throughoul the United States. The graphs below use "percentile ranks" to show your child's performance. For example, a percentile rank of 40 in reading means that y our ciild scored 玉 w well as or better than $40 \%$ of students tested in the sample. The lowest possible percentile rank is 1, while the highest possible percentile rank is 99.


## Student's California Reading List Number and National Comparison Descriptions

(01) California Reading List
(02) National comparison
(03) Accommodations or Modifications

California Reading List Number that is based on the student's CAT/6 Survey reading score. Parents/guardians may use the student's grade and Reading List Number to obtain a list of books appropriate for the student to read.
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.

If the student took the CAT/6 Survey with accommodations or modifications, a notation appears here.

## Grade 4 Sample for Parents/Guardians

## The STAR Student Report <br> USING ASSESSMENT TO HELP STURENTS LEARN

## Dear Parent/Guardian,

Each year, California's 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, as well as on the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey). The report also gives suggestions for how youcan continue to help your child learn.
Sincerely

## STUDENT : 0000032291 DATE OF HIRTH: 2/12/1993 <br> GHADE: 4 TEST DATE Spring 2004

FOR THE PARENT/GUARDIAN OF:
BLA NCA SNITH
123 Main Street
Los Angeles Ca 90210

SCHOOL: JOHNSON ELENEMTARY
DISTRICT: LANGEBERG UNIFIED

JACK O'CONNELL
STATE SUVEEINTENDENT OF PDULIC 1NSTHUCTION

## Your childis overall results on the Caffornia Standards Tests

Yourchild's scores and performance levels


Find complate STAR resutrs at hrep:// starcde.ca.gor and your school's A ccounmbilty Roport Card ar www.cdeca.gov/ra/ac/sa or ask for a copy of the SARC at your chlldfs school

## How to help your child



Review this report with your child and your child's teacher

Provide your child with a quiet place to study each day

Show an interest in your child's progress throughout the school year

## Your child's strengths and needs based on these tests

English-Language Arts anade

| Dikari gantunin |  |  |  |
| :---: | :---: | :---: | :---: |
|  | LOMTH | SISVUTIHE SMM: | HISHER |
| Reading |  |  |  |
| Word Analysis and Vocabulary Development |  |  | 1 |
| Reading Comprehersion | $t$ |  |  |
| Literary Response and A nalysis | * |  |  |
| Writing |  |  |  |
| Written Commentions | $t$ |  |  |
| Writing Strategies | 1 |  |  |

In the chart aboue your chid's score is compared to the scores of students whose overall performance level on the test was Proficient. Proficient is the state target for all students. Based on your child's test results, one content area to focus on is Reading Comprahension.

More about the English-La nguage Arts Standards
Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origirs and word relatiorshim as well as historical and literary context clues to determine the mearing of specialized vocobulay and to understand the precise meaning of gade- level appropriate words.
Reading Comprehension: Students read and understand gade-level-appropriate materik. They describe and connect the essential ideas, argument and perspectives of the text ty using their mowledge of lext structure, organizalion and purpose..

Literary Response and Analysis: Studenis read and respond to historically or culturally sigrificant works of literature that reflect and entance their studies of history and social science. They clarify the ideas and connect them to other literary works.
Written Conventions: Students write and speak with a command of standard English corventiors appropriale to this grade level.
Writing Strategies: Students write clear, coherent and focosed exays. The writing exhibits students' amareness of the audience and purpose. Essays contain formal introductiors supporting evidance, and conclusions. Students progress through the stages of the writing process as needed

|  | YOU CHLDS SCOE WI COMROFIET TO SCOE DF PROFKEEMT STUDENTS |  |  |
| :---: | :---: | :---: | :---: |
| Gurcria Suxtark | LOWLम |  | HIEHER |
| Number Sense |  |  |  |
| Ratios proportions percentages neq. fractions | 1 |  |  |
| Operations and problem soking with fractions | $\dagger$ |  |  |
| Algobra and Functions | 1 |  |  |
| Moasurement and Geometry |  | $t$ |  |
| Statistics, Data Analysis, and Probability |  |  | $\dagger$ |

In the chart above your ctild's score is compared to the scores of students whose arerall performance leved on the test was Proficiant. Proficient is the slate largel for all students. Based on your child's test resudis one content area to focus on is Ratios, proportions, percontages, neg. fractions.

## More about the Mathematics Standards

Number Sonse: Students compare and order positive and negative fractions decimak and mixed nurmbers Students solve problems imoloing fractions. ratios, proportiore, and percentages. Students calculale and sobre problems imw ohving addition, subtraction, multiplication and division

Algebra and Functions: Students write verbal expressions and sentences as algebraic expressions and equatione, they evaluate algebraic expressora, solve simple linear equations and graph and interpret their results. Students analyze and use tables grapla, and rules to sobse problems imvolving rates and proportions. Students irwestigate geometric patterns and describe them algebraically.

Measurement and Geomatry: Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems. Students identify and describe the properlies of two-dimensional figres.
Statistics, Data Analysis, and Probability: Students compute and analyze statistical measurements for data sets Students use dala samples of a population and describe the characteristics and limitations of the samples. Students determine theoretical and experimentax probabilities and use these to make predictions about events.

## California Reading List

Your child's California Reading List Number is 10
To find recormended books based on your childs reading performance on the CAT/6 Serve\%, go to http//star.cde.ca.gov and dick on "Califorria Reading List." This lisi provides titles of books that your child should be able to read independenthy. It includes different types of books, such as fiction nonfiction plays, and poetry.

Encourage your child to read at horre and help your child find books of interest. Strong reading skilt are critical for success in all school subjects.

## National comparison

As part of the STAR Program your child took a test called the CAT/6 Survef. which shows how your child perfomed in basic skills a compared to a sample of students tested throughoul the United States. The graphs below use "percentile rank" to show your child's performance. For example, a percentile rank of 40 in reading means that y our child scored ax well as or better than $40 \%$ of students tested in the sample. The lowest possible percentile rank is 1, while the highest possible percentile rank is 99.



## The STAR Student Report

USING ASSESSMENT TOMELPRSTUDENTSGLEARN

Dear Parent/Guardian,
Each year, the 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, as well as on the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey). The report also gives suggestions for how you can continue to help your child learn.
Sincerely,

| STUDENT \#: <br> GRADE: 5 | DATE OF BIRTH: 04/02/1992 <br> TEST DATE: Spring 2004 |
| :--- | :--- |
| FCR THE PARENT/GUAFDIAN OF: <br> FIRSTNAME LASTNAME |  |

SCHOOL: Any School DISTRICT: Any District
siale suleklniendent of public instructios

## Your child's overall results on the California Standards Tests

Your child's scores and performance levels
Your Child was tested below grade level.



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

## How to help your child



## Your child's strengths and needs based on these tests

English-Language Arts grade 3
student rested below grade


TEST TAKEN WITH ACCOMMODATIONS

In the chart above, your child's score is compared to the scores of students whose overall performance level on the test was Proficient. Proficient is the state target for all students. Your child scored lower than proficient students statewide in all areas. Your child's scores for Englist-Language Arts indicate that your child may need additional assistance in this subject.

## 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 le.g, generating and responding to essential questions, making predictions, comparing information from several sources)...
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 literary terms or elements (e.g, theme, plot, setting characters)...
Written Conventions: Students write and speak with a command of standard English comventions appropriate to this grade level.
Writing Strategies: Students write clear and 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 (e.g, prewriting dratting revising, editing successive versions)

Mathematics crade 3
student teted below grade

| Calliomis Sandarda | YOUA CHIV'S SCORE \| $\$ 1$ COMPARED TO <br> SCORE OF PRORCIEHT STUDENTS |  |  |
| :---: | :---: | :---: | :---: |
|  | LOWER | ABEUT THE | HIGHEG |
| Number Sense |  |  |  |
| Place value, fractions, and decimals |  | + |  |
| Addition, subtraction, multiplication, and division | * |  |  |
| Algebra and Functions |  |  | + |
| Measurement and Geometry |  | $\pm$ |  |
| Statistics, Data Analysis, and Probability | + |  |  |

TEST TA KEN WITH ACCOMMODATIONS

In the chart above, your child's score is compared to the scores of students whose overall performance level on the test was Proficient. Proficient is the state target for all students. Based on your child's test results, one content area to focus on is Addition, subtraction, multiplication, and division.

## More about the Mathematics Standards

Number Sense: Students understand the place value of $w$ hole numbers to 10,000 . Students calculate and solve problems irvolving addition, subtraction, multiplication and division. Students understand the relationship between whole numbers, simple fractions, and decimals.
Algebra and Functions: Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships. Students represent simple functional relationships.

Measurement and Geometry: Students choose and use appropriate units and mea surement tools to quantify the properties of objects. Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.
Statistics, Data Analysis, and Probability: Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions.

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

## California Reading List

Your child's California Reading List Number is 6.
To find recommended books based on your child's rea ding performance on the CAT/6 Survey, go to http://star.cde.ca.gov and click on "California Reading List." This list provides titles of books that your child should be able to read independently. It includes different types of books, such as fiction, nonfiction, plays, and poetry.

Encourage your child to read at home and help your child find books of interest. Strong reading skills are critical for success in all school subjects.

94

## National comparison

As part of the STAR Program, your child took a test called the CAT/6 Survey, which shows how your child performed in basic skills as compared to a sample of students tested throughout the United States The graphs below use "percentile ranks" to show your child's performance. For example, a percentile rank of 40 in reading means that your child scored as well as or better than 40\% of students tested in the sample. The lowest possible percentile rank is 1 , while the highest possible percentile rank is 99 .


## Front Page, Top: CAPA Student Information

## The STAR Student Report <br> USING ASSESSMENT TO HELP STUDENTS LEARN

|  | Dear Parent/Guardian, |
| :---: | :---: |
| Each year, the STAR Program measures your chlld's progress in meeting |  |
|  | Callformia's Content Standards. Your child participated in the STAR |
|  | Program by taking the Callfornia Alternate Performance Assessment (CAPA). The CAPA measures your chlld's understanding of a subset of the Califormia Content Standards that reflect important skills. |
|  | This report offers one source of information about what your child dhas |
|  | learned. Your child's Individualized Education Program (IEP) provides |
|  | a more comprehensive assessment of your chuld's <br> Sincerely, |
|  | JACK O'CONNELL <br> STATL SUPEAINTENDENT OF POULIE INSTHUCTIDN |


| STUDENT $5: 0000032291$ GRADE: $\mathbf{4}$ <br> DATE OF BIRTH: $\mathbf{2 / 1 2 / 1 9 9 3}$ CAPK LEVEL: II <br> TEST DATE: 5 Pring $\mathbf{2 0 0 4}$  | 02 |
| :---: | :---: |
| FOR THE PARENT/GUARDIAN OF: <br> AMITA ADAMS <br> 356 South Street <br> Los Angles CA 90210 |  |
| SCHOOL: JORNSON ELENENTARY DISTRICT: SAN EERNARDINO UNIFIED |  |

## CAPA Student Information Descriptions

(01) Letter
(02) Student information
(03) Student's mailing address
(04) School and district

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

Information about the student, including student identification number, birth date, test date, grade, and CAPA Level.

Student's mailing address, if included in the Pre-ID file.
Name of the school and school district where the child was tested.

## Front Page, Bottom: CAPA Student's Results



## How to help your child

Review this
report withyour
child's teacher

Be an active
participant in your child's IEP team

## 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 performance level 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 scaled 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.

Web address to find complete STAR results.
Provides ways that parents/guardians can help their child in school.

## Back Page, Top: CAPA Testing Levels

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


## Back Page, Bottom: Performance Levels

## More about the performance levels in English-Language Arts

The following paragraphs desalbe the fre Engllst-Language Aris pertormance leves for CaFA Leved III. While your chlld maj be able to complete tasks described in each paragaph belon your chllids pertormance leved is besed on how he or she sored on this partcutar 1 es. Tak to your chlli's teader for a more omplete undersanding of your chlldsts progress.

Advanced (Scole scores 41-60)
Level ill students performing at the Adranced lerel should be able to idenilfy thelr first and last names and read vocabulary of at least 10 words or symbols. They are able to read functional signs and symbols found on a school campus. They an follow a schedule or recipe wint al least tree steps. They can produce simple worct or symbots to communlcate ldeas. They are able to communicale thelr preterences in ther primay mode of communtcallon.
Proficiont \$scde Scores 35-40|
Level ill students performing at the Prollcient level should be able 10 demilfy thelr first and last names. They can read vocabulary of at leas we words or symbols or words are able can wrine or select a represenaion of ung shmes aey are ale 10 ndlcae a preterence in a shors phras helr niames tiey are able

Basic (Scate Scoves 30-34)
Level III students performing at the Basic tevel should be able 10 recogntee thelr mames and two or three printed words or symbols. They cal follow one-slep ofrections with wo or more words. They ar able to trace thelr names or select a symbolic representation to spel part of their names they can ndicate preterences and cholces with a single word or a short phrase.
Betow Bastc (Scalo Scores 23-29)
Level ill students performing at the Below Bastc level demonsirate an inconskient Interest in printed words or symbols. They can Identity a
 uan scitble. The are atie 10 Indite thelr batc needs. They can scritble. They are atte 10 Indlate thelr beric needs. The inconsksiently Indlate preterences

Far Botow Basle (\$rade Scores 15-22) Level III students performing at the Far Below Bast Lerel communicate such bestc neect as hunger, thiss, and phystal discomfort. They orlent twward the speaker, eren when engaged in an actiong. They Incorsistenity recognte commen cbjects used in the classrom.

## More about the performance levels in Mathematics

The following paragraphs descibe the five Hathematis performance lerels for CAPA Level III. While your child may be able to complete rasks described in each paragaph belon your chillo's pertormance lened is based on hay te or she scored on thk partoular test Talk 10 your dillis teacher for a more complete undersanith of your tivts progres.

Advanced (Scalo secres 43-60)
Lerel III studenis performing at the Adranced lerel should be able sequence numbers to 30 and quanitative concepis up to 30 . The f understand concepses of "more" and "less" up to 10. they can didentit what number comes before or afier anoiher number. They can Identit the cbject that does not belong in a sel. They are able 10 place colns or bils in crder af value they can tell ilme by the hour. They are able 10 exiend an ( $A B C A B C$ ) pattem.
Proficlent (Scde Scores 35-42|
Level III students performing at the Proticient level should be able 10 sequence numbers to 20 and demonsirate quaniltatite concepts up to 20. They call understand concepis of "more" up to 10 , or concepts of
one or wo "less" They Inconskiently Idenutry the object that does no one 10 and belong in a set. They can manch cons or bills. They can match an ( $\triangle B C A B C$ ) pattem.

Basic (Scole sewes 30-34)
Lerel in sudenis performing at the Basc level should be able 10 sequence numbers to 10 and demonsirate quanilative concepts up to 10. They can Indicate one or wo more. They can sort by wo aurlbutes They are able io recogntze concepts of day and night. They can Idenulty colro and buts they are able to demonsirate earty concepts of probabillty by extending an $\{A B A B)$ panem.
Betow Bastc ( $\times$ calo Scoves 25-29)
Level III students performing at the Below Bask terel should be able 10 Identity more of a quanily and sequence numbers up to 5 . They should be able 10 dermorskale quantiatie concepis up to 5 . mis They can denilfy iools (alendars and clocks) that meassure ime. They can match an (ABAB) patien.

Far Botow Basle $\overline{\text { Krade }}$ Scores 15 - 24
Level ill students performing at the Fa Below Basc Level demonsurate beginning number sense concepts such as rote counting 103 and indicating a quanilty of "1." They demonsurate early algebrak. concepts by matching objects by a single atritule. They attempt to denilify when actittles typically ocour and iools that measure time but are nol atwafs acourale.

## Performance Level Descriptions

## (01) English-language Arts <br> 02 Mathematics

Describes what children who scored at each performance level were able to do in English-language arts ( ${ }^{01}$ ) and mathematics. (02)

## STAR Student Record Label

| Purpose: | To allow schools to comply with Section 60607(a) of the California Education Code that requires <br> results for tests within the STAR Program to be part of the student's permanent record. Labels are <br> not provided for CAPA. |
| :--- | :--- |
| Format: | Student record labels are printed five per sheet, one label per student. |
| Action: | Schools are required to affix this label to the individual student's permanent school records. |
| Focus: | Student's overall test results. |

## Grade 4 Sample



## Grade 10 Sample

| ONES SIMN |  |  |  | California Standards Tests |  |  |  | CAT |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $E_{2}>S T A$ | Grade Enrolled: 10 Grade Tested: 10 | Test Date: Spring 2004 | Local ID: | Test | AM | Scaled Score | $\begin{gathered} \text { Performance } \\ \text { Level } \end{gathered}$ | Test | AM | Scaled Score | $\begin{aligned} & \text { National } \\ & \text { PR-S } \end{aligned}$ | $\begin{gathered} \text { National } \\ \text { HCE } \\ \hline \end{gathered}$ |
|  | CRL Number: 10 | DOB: 08/21/1988 | State ID: | ELA |  | 349 | Busic | Readra |  | 695 | Sa, 5 | ¢ |
|  |  |  |  | Alageral |  | 235 | Estow Essis | Lanquasa |  | 691 | 605 | 5 |
| School Code: 1111111 District Code: 9000009Schod: Any ShodDistrict: Any District |  |  |  | Winitheman |  | 30 | Hasale | Math |  | 710 | S2S | 51 |
|  |  |  |  | Elatave |  | 380 | Rasalc | Stance |  | 722 | 72.9 | 52 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

## STAR Student Record Label Description



Student's name


CRL Number


Student identification


Accommodations
05
Test


M (modifications) or A (accommodations)

## Scaled Score



Performance Level
(09) Test (CAT/6)

Student's name.
California Reading List (CRL) Number that is based on the student's CAT/6 Survey reading score and used to obtain a list of books appropriate for the student to read based on the student's test score.
Information about a student including grade enrolled, grade tested, test date, date of birth, school, and district where the test was taken.
If the student was tested with a Braille test, this is noted.
Subject of CST taken.
$M$ is printed if the student used modifications during the test:

- If student had tests read aloud or used a dictionary on English-language arts
- If student used a calculator on math or science
- If student used modifications on the grade-4 or grade-7 writing test
A is printed if the student used accommodations, including using extra time, during the test.
A value from 150 to 600 , with 350 as the lowest score for a proficient performance level.
The student's performance level on this test: Advanced (ADV), Proficient (PRO), Basic (B), Below Basic (BB), or Far Below Basic (FBB). The target is for all students to score Proficient or Advanced.
Subject of CAT/6 Survey tests taken.


## (10) $\mathbf{M}$ (modifications) or A (accommodations)

Scaled Score (CAT/6 Survey)
National PR-S
(13) National NCE
$M$ is printed if the student used modifications during the CAT/6
Survey:

- For reading, language, or spelling if the student used a dictionary or had questions read aloud
- For math if the student used a calculator or arithmetic tables

A is printed if the student used accommodations, including using extra time, during the CAT/6 Survey.
On the CAT/6 Survey, the scaled score is a value from 0 to 999 that is used to derive other scores.
PR (National Percentile): The percentage of scores for the national sample of students who took this test in the same grade at a comparable time during the school year in 2001 that was the same or lower than this student's score.
S (Stanine): A standard score ranging from 1 to 9 . Stanines of 1,2 , and 3 are considered below average, Stanines of 4,5 , and 6 average, and Stanines of 7,8 , and 9 above average.
National Normal Curve Equivalent: A value from 1 to 99 on an equal interval scale. See Appendix E for the NCE ranges that correspond to each National Percentile.

## STAR Student Master List

| Purpose: | To provide school administrators with a single list of all students and their scores for a grade, or <br> year-round schedule within a grade, at a school. |
| :--- | :--- |
| Format: | Student names are printed in alphabetical order within each grade, by last name, first name, and <br> middle initial. Each student's CST and CAT/6 Survey scores are printed. If scores are not <br> available, a reason code is printed. If applicable, a second list that includes the names of all <br> students assessed with the CAPA and their scores follows the CST-CAT/6 Survey student names. <br> This list is also in alphabetical order by student last name. |
| Action: | This report can be used by school administrators to look up student results. The report may be <br> used to scan the students' scores to quickly identify students who may be eligible to participate in <br> special programs or who may be candidates for intervention programs. |
| Focus: | Individual student performance on the CSTs, including performance on the reporting clusters. <br> Individual student performance on CAPA. |

For the list of 2004 reporting clusters and number of questions for each, see Appendix A.
Writing Applications Standards Scores for Grades 4 and 7
Writing Applications is one of six reporting clusters for the Grade 4 and 7 California English-Language Arts Standards Tests. Like the other five English-language arts reporting clusters, there is no scaled score, performance level, or passing score for the Writing Applications Reporting Cluster. It is inappropriate to isolate scores for individual students or groups of students on this or any other reporting cluster to determine a performance level or "passing" score.
The overall English-language arts tests are equated from year-to-year to account for differences in the difficulty levels of the tests. The reporting clusters are not equated from year-to-year. Since there are no adjustments for differences in the difficulty levels of individual reporting clusters from year-to-year, comparing the results for individual reporting clusters from one year to the next is inappropriate. This means that there should be no year-to-year comparisons of the Writing Applications Reporting Cluster scores.
The writing score (possible 2-8) is added to the ELA multiple-choice score (possible 75) for a total possible raw score of 83. Generally, ELA scaled scores for grade-4 and grade-7 students are derived based on this 83 -point scale for raw scores. If a student's writing test cannot be scored, a 75-point raw score scale may be used.

Grade 4 Sample


Grade 10 Sample


CAPA Sample


## STAR Student Master List Description



Student Information


Braille
CRL


Accommodation or Modification

SS (Scaled Score)

Perf Levl (Performance Level)

Reporting Cluster Percent Correct


## RC6 Score

Student's name, ID number, and date of birth.
If the student used a Braille test, a code of $B$ will appear.
California Reading List (CRL) Number that is based on the student's CAT/6 Survey reading score that may be used to obtain a list of books appropriate for the student to read based on the test score.
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 student used one of the following on English-language arts:
- Dictionary
- Test Read Aloud
- Any writing modification
- Unique modifications
- If student used a calculator or arithmetic tables or used unique modifications on a math test.
- If the student used a calculator or arithmetic tables or used unique modifications on a science test
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.
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.

Percent correct for each reporting cluster (RC). Reporting Clusters vary by grade and subject.
Writing Applications Standards Score for grade 4 or grade 7. Possible writing score 2 through 8 . If no writing score is available, one of these letters will appear:
C - the student copied the task instead of completing it
I - the student's writing was illegible
L - the student wrote in a language other than English
T - the student wrote an essay on something other than the assigned topic
B - the student submitted a blank paper
R - the student refused to write
$\mathbf{W}$ - the student wrote on a prompt from an earlier testing period

## Accommodation or Modification

(10) PR-S

## 11) NCE

A appears if the student used an accommodaton or additional time on the specified CAT/6 Survey test.
$M$ appears if the student used a modification on the specified CAT/6 Survey test.

- For reading, language, or spelling, if the student used a dictionary, glossary, or word book, had questions read aloud, or used unique modifications
- For math, if the student used a calculator, arithmetic tables, or unique modifications
- For science, if the student used a calculator, arithmetic tables, or unique modifications

PR (National Percentile): The percentage of scores for the national sample of students who took this test in the same grade at a comparable time during the school year in 2001 that was the same or lower than this student's score.
$S$ (Stanine): A standard score ranging from 1 to 9 . Stanines of 1,2 , and 3 are considered below average, Stanines of 4, 5, and 6 average, and Stanines of 7, 8 , and 9 above average.

National Normal Curve Equivalent: A value from 1 to 99 on an equal interval scale.

Two-Page Sample With CST-CAT/6 Survey and CAPA Scores


Lesend; $\mathrm{ADV}=$ Adrancod; $\mathrm{PRO}=$ Proficiant; $\mathrm{B}=$ Basiz; $\mathrm{BB}=$ Below Basic; $\mathrm{FBB}=$ Far Below Basi; $\mathrm{RC}=$ Performance Reporting Clusters


## Summary Reports

## Viewing Report Samples

Report samples are presented as follows:

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

## STAR Student Master List Summary

| Purpose: | To summarize performance of a group of students (grade within a <br> school, district, county, or state) on the California Standards Tests <br> (CSTs) and the CAPA. Includes data for all students on the Student <br> Master List. |
| :--- | :--- |
| Format: | A grade level report for each grade in the school, district, or county. <br> Results for all CSTs and the CAPA administered at each grade are <br> on the report. |
| Action: | Test coordinators and school administrators should review for <br> accuracy and completeness and use these results for reporting <br> schoolwide results to school staff and the public. |
| Focus: | Individual student performance on the CSTs, including performance <br> on the reporting clusters. Individual student performance on the <br> CAPA. |

For the list of 2004 reporting clusters and number of questions for each, see Appendix A.

## Grade 4 Sample



## STAR Student Master List Summary Description

NumberEnrolledNumber TestedPercent TestedNumber Valid Scores

For the subject, number of multiple-choice answer documents submitted minus the number of answer documents coded that student enrolled after the first day.
For the subject, number of students that responded to any questions on the test or whose answer documents were coded for tested but marked no answers. The number tested also includes students tested with modifications or no more than two grades below level in grades 5 through 11.
For the subject, number of students tested, divided by the number of students enrolled, multiplied by 100 , and rounded to the nearest tenth. [(Number Tested / Number Enrolled) * 100, rounded to nearest tenth]
For the subject, number of students tested at grade level without modifications who received a scaled score and performance level for the test. Invalid scores are any tests that were incomplete, taken below level, or taken with modifications.

## Summary Reports

(05) Percent

Valid Scores


Mean
Percent
Correct
\#
(08) \%Performance Levels
(12) Content
Areas
Number Possible

Mean
Percent
CorrectWriting Application Percent
(16) Writing Application
Score Categories

For the subject, number of valid scores, divided by the number of students tested, multiplied by 100 , and rounded to the nearest whole number. [(Number Valid Scores / Number Tested)* 100, rounded to nearest whole number]
For the subject, sum of all the raw scores for valid tests, divided by the number of students with valid scores, multiplied by 100, and rounded to the nearest whole number. \{[( $\sum$ Raw scores/\# of Valid Scores)/Total Questions] *100, rounded to nearest whole number\}
For the subject, number of students' scores at each performance level.
For the subject, percent of students' scores at each performance level.
One of five ranges of scaled scores: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. The target is for all students to score Proficient or Advanced.
Note: Scores for students tested below level or with modifications are counted in the Far Below Basic level. These scores are not included in Number Valid Scores or used to calculate average scores.

For the subject, average of the valid scaled scores for the group of students. [(Number Valid Scores / Number Tested)* 100 , rounded to the nearest tenth] (The scaled score is a value from 150 to 600 , with 350 as the lowest score for a proficient performance level.)
Standard deviation (SD) of the scaled scores for a group of students. The scaled score SD indicates how far away scaled scores are from the scaled score mean. About $68 \%$ of the scores will be plus or minus one standard deviation from the mean. About $95 \%$ of the scores will be within plus or minus two standard deviations from the mean.

Descriptive names of reporting clusters for CSTs only. These vary by grade and subject.
For the reporting cluster, number of questions.

For the reporting cluster, the mean percent correct.

For grades 4 and 7 only. Percent of student scores at each Writing Application Score (2-8).

For grades 4 and 7 only. Percent of students who did not receive a writing application score, by category:
C - the student copied the task instead of completing it
I - the student's writing was illegible
L - the student wrote in a language other than English
T - the student wrote an essay on something other than the assigned topic
B - the student submitted a blank paper
R - the student refused to write
W - the student wrote on a prompt from an earlier testing period

Grade 10 Sample Without CAPA


## STAR Student Master List Summary:

## End-of-Course

| Purpose: | To summarize Student Master List information for end-of-course <br> California Standards Tests (CSTs) across grades, for <br> mathematics (such as Algebra I) and science (such as Biology) at <br> the school and district level. |
| :--- | :--- |
| Format: | Blank rows appear for tests not administered. <br> End-of-course details are broken out by reporting cluster. |
| Action: | Test coordinators and school administrators should review for <br> accuracy and completeness and use these results for reporting <br> schoolwide results to school staff and the public. |
| Focus: | Overall performance levels as well as the reporting cluster for the <br> school or district. |

Algebra I Sample


## Summary Reports

## STAR Student Master List Summary: End-of-Course Description

Number
Enrolled
(02) Number

TestedPercent
Tested
(04) Number

Valid Scores
05 Percent
Valid Scores
(06)

Mean
Percent
Correct
\#
(08) \%Performance Levels

For the grade, number of multiple-choice answer documents submitted minus the number of answer documents coded that student enrolled after the first day.

For the subject, number of students that responded to any questions on the test or whose answer documents were coded for tested but marked no answers. The number tested also includes students tested with modifications or no more than two grades below level in grades 5 through 11.
For the grade, number of students tested, divided by the number of students enrolled, multiplied by 100 , and rounded to the nearest tenth. [(Number Tested / Number Enrolled) * 100, rounded to nearest tenth]

For the grade, number of students tested at grade level without modifications who received a scaled score and performance level for the test. Invalid scores are any tests that were incomplete, taken below level, or taken with modifications.

For the grade, number of valid scores, divided by the number of students tested, multiplied by 100 , and rounded to the nearest whole number. [(Number Valid Scores / Number Tested)* 100, rounded to nearest whole number]
For the grade, sum of all the raw scores for valid tests, divided by the number of students with valid scores, multiplied by 100, and rounded to the nearest whole number. \{[( $\sum$ Raw scores/\# of Valid Scores)/Total Questions] *100, rounded to nearest whole number\}
For the grade, number of students' scores at each performance level.
For the grade, percent of students' scores at each performance level.
One of five ranges of scaled scores: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. The target is for all students to score Proficient or Advanced.
Note: Scores for students tested below level or with modifications are counted in the Far Below Basic level. These scores are not included in Number Valid Scores or used to calculate average scores.
Mean Scaled
ScoreScaled
Score SDReporting
ClustersNumber
PossibleMean
Percent
Correct

Biology Sample

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | Performance Levels |  |  |  |  |  |  |  |  |  | Mean <br> Scalod <br> Score | $\begin{aligned} & \text { Scaled } \\ & \text { Score } \\ & \text { SD } \end{aligned}$ |
|  | Nurnber | Numbor | Percent | Numbor Valic | $\begin{aligned} & \text { Percent } \\ & \text { Valid } \end{aligned}$ | $\begin{aligned} & \text { Mean } \\ & \text { Percent } \end{aligned}$ | Advancod |  | Proficiont |  | Basic |  | Bolow Basic |  | Far Below Basic |  |  |  |
|  | Enrolled | Tested | Testod | Scores | Scores |  | \# | \% | \# | \% | \# | \% | \# | \% | \# | \% |  |  |
| Grade 9 | 165 | 45 | 27.2 | 45 | 100 | 84 | 7 | 16 | 16 | 36 | 20 | 44 | 1 | 2 | 1 | 2 | 366.9 | 35.7 |
| Grade 10 | 130 | 24 | 18.4 | 24 | 100 | 59 | 4 | 17 | 6 | 25 | 11 | 46 | 1 | 4 | 2 | B | 346.5 | 42.3 |
| Grade 11 | 100 | 15 | 13.7 | 15 | 100 | 71 | 7 | 47 | 2 | 13 | 5 | 33 | 1 | 7 | 0 | 0 | 385. 1 | 69.5 |
| Total | 404 | 84 | 20.7 | 84 | 100 | 64 | 18 | 21 | 24 | 29 | 36 | 43 | 3 | 4 | 3 | 4 | 362.0 | 44.7 |


|  | Biology Reporting Clusters |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Investigation and Experimentation |  | Cell Biology |  | Genetics |  | Eodogy and Evolution |  | Ptysidogy |  |  |  |
|  | Number Possible | Mean Percent Correct | Number <br> Possible | Mean Percent Correct | Number Possible | Mean Percent Correct | Number <br> Possible | Milean Percent Correct | Number Possible | Mean Percent Correct | Number Possible | Mean Percent Correct |
| Grade 9 | 6 | 53 | 9 | 55 | 18 | 63 | 16 | 63 | 11 | 79 |  |  |
| Grade 10 | 6 | 66 | 9 | 54 | 18 | 59 | 16 | 56 | 11 | 72 |  |  |
| Grade 11 | 6 | 63 | 9 | 64 | 18 | 69 | 16 | 72 | 11 | 83 |  |  |
| Total | 6 | 56 | 9 | 57 | 18 | 63 | 16 | 63 | 11 | 77 |  |  |

Note: These reports were designed to report resuls for grades $8-11$ for up to 6 Reporting Chesters. Bark rows indicate grades not tested; Blank colkmns indaate Reporting Clusters not used for this test.

## STAR Subgroup Summary

| Purpose: | To allow schools and districts to look at results based on the <br> following demographics: disability status, economic status, <br> gender, and English-language fluency, as required by Section <br> $60643(a),(6),(7)$, and (8) of the California Education Code. |
| :--- | :--- |
| Format: | The report is sorted by subgroup in this order: All Students, <br> Disability Status, Economic Status, Gender, English-Language <br> Fluency. |
| Note: CAPA statistics on Disability Status are listed with specific <br> disabilities. |  |
| Action: | Districts or schools should review to determine differences in <br> scores between and among subgroups. |
| Focus: | Overall performance levels broken down by specific <br> demographics for the California Standards Tests (CSTs), the <br> CAT/6 Survey, and the CAPA at the individual school and <br> district levels. |

## Subgroup Summary



## Summary Reports

## STAR Subgroup Summary Description



Total Tested
For the subgroup and subject, number of students that responded to any questions on the test or whose answer documents were coded for tested but marked no answers. The number tested also includes students tested with modifications or no more than two grades below level in grades 5 through 11.
Percent For the subgroup and subject, number of students tested in the subgroup, divided by the total number of students tested,
Tested in
Subgroup
Number
Valid Scores nearest whole number]
For the subgroup and subject, number of students tested at grade level without modifications who received a scaled score and performance level for the test. For the CSTs, invalid scores are any tests that were incomplete, taken below level, or taken with modifications. For the CAT/6 Survey, invalid scores are any tests that were incomplete or taken with modifications.
Percent For the subgroup and subject, number of valid scores, divided by the number of students tested, multiplied by 100, and

Mean SS For the subgroup and subject, average of the valid scaled scores for the group of students. [(Number Valid Scores / Number Tested)* 100, rounded to the nearest tenth] (The scaled score for the CSTs is a value from 150 to 600, with 350 as the lowest score for the proficient performance level. The scaled score for the CAPA is a value of 15 to 60, with 35 as the lowest score for the proficient performance level.)

Scaled
Score SD
Standard deviation (SD) of the scaled scores for a group of students. The scaled score SD indicates how far away scaled scores are from the scaled score mean. About $68 \%$ of the scores will be plus or minus one standard deviation from the mean. About $95 \%$ of the scores will be within plus or minus two standard deviations from the mean.
Performance Levels

The number (\#) and percent (\%) of student scores for the subgroup and subject at each performance level.
One of five ranges of scaled scores: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. The target is for all students to score Proficient or Advanced.
Note: Scores for students tested below level or with modifications are counted in the Far Below Basic level. These scores are not included in Number Valid Scores or used to calculate average scores.

## Descriptions of Subgroups

Table 5. Descriptions of Subgroups

| Subgroup Summary Report Page | Subgroup | Description |
| :---: | :---: | :---: |
| All Students | California Standards Tests All Students | Number of students with any answer on CST questions |
|  | CAT/6 All Students | Number of students with any answer on CAT/6 Survey questions |
|  | CAPA Level I Students | Number of students with CAPA Level I answer documents |
|  | CAPA Level II Students | Number of students with CAPA Level II answer documents |
|  | CAPA Level III Students | Number of students with CAPA Level III answer documents |
|  | CAPA Level IV Students | Number of students with CAPA Level IV answer documents |
|  | CAPA Level V Students | Number of students with CAPA Level V answer documents |
| Students with Disabilities | CST Students with no Reported Disabilities | On the answer document, "This student receives special education services" was marked No. <br> OR <br> In the Pre-ID file, Primary Disability was coded 000. |
|  | CST Students with Disabilities | The Primary Disability field contained a valid Primary Disability code on the answer document or in the Pre-ID file. |
|  | CST Students with Unknown Disability Status | On the answer document, both "This student receives special education services" and Primary Disability were left blank or multiple responses were given. <br> OR <br> In the Pre-ID file, Primary Disability was left blank or contained an invalid code. |
|  | CAT/6 Students with no Reported Disabilities | On the answer document, "This student receives special education services" was marked No. <br> OR <br> In the Pre-ID file, Primary Disability was coded 000. |
|  | CAT/6 Students with Disability | The Primary Disability field contained a valid Primary Disability code on the answer document or in the Pre-ID file. |


| Subgroup Summary Report Page | Subgroup | Description |
| :---: | :---: | :---: |
| Students with Disabilities | CAT/6 Students with Unknown Disability | On the answer document, both "This student receives special education services" and Primary Disability were left blank or multiple responses were given. <br> OR <br> In the Pre-ID file, Primary Disability was left blank or contained an invalid code. |
|  | CAPA (by CAPA for each level and specific disability as listed in Table 6) | The Primary Disability field contained a valid Primary Disability code on the answer document or in the Pre-ID file. |
| Economic Status | CST Students Not Economically Disadvantaged | The National School Lunch Program (NSLP) field was coded NO on the answer document or in the Pre-ID file, indicating that the student is not eligible for free or reduced price lunch. |
|  | CST Students Economically Disadvantaged | The National School Lunch Program (NSLP) field was coded YES on the answer document or in the Pre-ID file, indicating that the student is eligible for free or reduced price lunch. |
|  | CST Students with Unknown Economic Status | On the answer document, the National School Lunch Program (NSLP) was either left blank or was marked as both YES and NO. <br> OR <br> In the Pre-ID file, the NSLP field was left blank or contained an invalid code. |
|  | CAT/6 Students Not Economically Disadvantaged | The National School Lunch Program (NSLP) field was coded NO on the answer document or in the Pre-ID file, indicating that the student is not eligible for free or reduced price lunch. |
|  | CAT/6 Students Economically Disadvantaged | The National School Lunch Program (NSLP) field was coded YES on the answer document or in the Pre-ID file, indicating that the student is eligible for free or reduced price lunch. |
|  | CAT/6 Students with Unknown Economic Status | On the answer document, the National School Lunch Program (NSLP) was either left blank or was marked as both YES and NO. <br> OR <br> In the Pre-ID file, the NSLP field was left blank or contained an invalid code. |


| Subgroup Summary Report Page | Subgroup | Description |
| :---: | :---: | :---: |
|  | CAPA Students (by CAPA level) Not Economically Disadvantaged | The National School Lunch Program (NSLP) field was coded NO on the answer document or in the Pre-ID file, indicating that the student is not eligible for free or reduced price lunch. |
|  | CAPA Students (by CAPA level) Economically Disadvantaged | The National School Lunch Program (NSLP) field was coded YES on the answer document or in the Pre-ID file, indicating that the student is eligible for free or reduced price lunch. |
|  | CAPA Students (by CAPA level) with Unknown Economic Status | On the answer document, the National School Lunch Program (NSLP) was either left blank or was marked as both YES and NO. <br> OR <br> In the Pre-ID file, the NSLP field was left blank or contained an invalid code. |
| Gender | CST Male Students | The Gender field was coded Male on the answer document or in the Pre-ID file. |
|  | CST Female Students | The Gender field was coded Female on the answer document or in the PreID file. |
|  | CST Students with Unknown Gender | On the answer document, the Gender field was either left blank or was marked as both Male and Female. <br> OR <br> In the Pre-ID file, the Gender field was left blank or contained an invalid code. |
|  | CAT/6 Survey Male Students | The Gender field was coded Male on the answer document or in the Pre-ID file. |
|  | CAT/6 Survey Female Students | The Gender field was coded Female on the answer document or in the PreID file. |
|  | CAT/6 Survey Students with Unknown Gender | On the answer document, the Gender field was either left blank or was marked as both Male and Female. <br> OR <br> In the Pre-ID file, the Gender field was left blank or contained an invalid code. |
| Gender | CAPA Male Students (by CAPA level) | The Gender field was coded Male on the answer document or in the Pre-ID file. |


| Subgroup Summary Report Page | Subgroup | Description |
| :---: | :---: | :---: |
|  | CAPA Female Students (by CAPA level) | The Gender field was coded Female on the answer document or in the PreID file. |
|  | CAPA Students with Unknown Gender (by CAPA level)) | On the answer document, the Gender field was either left blank or was marked as both Male and Female. <br> OR <br> In the Pre-ID file, the Gender field was left blank or contained an invalid code. |
| English-Language Fluency | CST Students English Only and Fluent-English Proficient | On the answer document, the English-Language Fluency field was marked English Only, Initially Fluent-English Proficient (IFEP), or Redesignated-Fluent-English Proficient (RFEP). <br> OR <br> In the Pre-ID file, 1, 2, or 3 was entered in the English-Language Fluency field. |
|  | CST Students English Learner | On the answer document, the English-Language Fluency field was marked English Learner. <br> OR <br> In the Pre-ID file, 3 was entered in the English-Language Fluency field. |
|  | CST Students English Learner Less Than 12 Months | On the answer document, the English-Language Fluency field was marked English Learner AND English Learner (EL) in California Public Schools less than 12 months was also marked. <br> OR <br> In the Pre-ID file, the English-Language Fluency field had a 3 and English Learner (EL) in California Public Schools less than 12 months had a Y. |
|  | CST Students English Learner 12 Months or More | On the answer document, the English-Language Fluency field was marked English Learner AND English Learner (EL) in California Public Schools less than 12 months was left blank. <br> OR <br> In the Pre-ID file, the English-Language Fluency field had a 3 and English Learner (EL) in California Public Schools less than 12 months was blank. |


| Subgroup Summary Report Page | Subgroup | Description |
| :---: | :---: | :---: |
|  | CST Students with Unknown Fluency | On the answer document, the English-Language Fluency field was left blank or multiple responses were given. <br> OR <br> In the Pre-ID file, the English-Language Fluency field was blank or contained an invalid code. |
|  | CAT/6 Survey Students English Only and Fluent-English Proficient | On the answer document, the English-Language Fluency field was marked English Only, Initially Fluent-English Proficient (IFEP), or Redesignated-Fluent-English Proficient (RFEP). OR <br> In the Pre-ID file, 1, 2, or 3 was entered in the English-Language Fluency field. |
|  | CAT/6 Survey Students English Learner | On the answer document, the English-Language Fluency field was marked English Learner. <br> OR <br> In the Pre-ID file, 3 was entered in the English-Language Fluency field. |
|  | CAT/6 Survey Students English Learner Less Than 12 Months | On the answer document, the English-Language Fluency field was marked English Learner AND English Learner (EL) in California Public Schools less than 12 months was also marked. <br> OR <br> In the Pre-ID file, the English-Language Fluency field had a 3 and English Learner (EL) in California Public Schools less than 12 months had a Y. |
|  | CAT/6 Survey Students English Learner 12 Months or More | On the answer document, the English-Language Fluency field was marked English Learner AND English Learner (EL) in California Public Schools less than 12 months was left blank. <br> OR <br> In the Pre-ID file, the English-Language Fluency field had a 3 and English Learner (EL) in California Public Schools less than 12 months was blank. |


| Subgroup Summary Report Page | Subgroup | Description |
| :---: | :---: | :---: |
|  | CAT/6 Students with Unknown Fluency | On the answer document, the English-Language Fluency field was left blank or multiple responses were given. <br> OR <br> In the Pre-ID file, the English-Language Fluency field was blank or contained an invalid code. |
|  | CAPA Students (by CAPA level) English Only and Fluent-English Proficient | On the answer document, the English-Language Fluency field was marked English Only, Initially Fluent-English Proficient (IFEP), or Redesignated-Fluent-English Proficient (RFEP). <br> OR <br> In the Pre-ID file, 1, 2, or 3 was entered in the English-Language Fluency field. |
|  | CAPA Students (by CAPA level)) English Learner | On the answer document, the English-Language Fluency field was marked English Learner. <br> OR <br> In the Pre-ID file, 3 was entered in the English-Language Fluency field. |
|  | CAPA Students (by CAPA level) English Learner Less Than 12 Months | On the answer document, the English-Language Fluency field was marked English Learner AND English Learner (EL) in California Public Schools less than 12 months was also marked. <br> OR <br> In the Pre-ID file, the English-Language Fluency field had a 3 and English Learner (EL) in California Public Schools less than 12 months had a Y. |
|  | CAPA Students (by CAPA level) English Learner 12 Months or More | On the answer document, the English-Language Fluency field was marked English Learner AND English Learner (EL) in California Public Schools less than 12 months was left blank. <br> OR <br> In the Pre-ID file, the English-Language Fluency field had a 3 and English Learner (EL) in California Public Schools less than 12 months was blank. |


| Subgroup <br> Summary Report <br> Page | Subgroup | Description |
| :--- | :--- | :--- |
|  | CAPA Students (by CAPA level) <br> with Unknown Fluency | On the answer document, the English-Language Fluency field was left blank <br> or multiple responses were given. <br> OR <br> In the Pre-ID file, the English-Language Fluency field was blank or contained <br> an invalid code. |

Table 6. Descriptions of Primary Disability Codes

| Subgroup | Description | Definition |
| :--- | :--- | :--- |
| Mental <br> Retardation | The Primary <br> Disability field was <br> coded 010 on the <br> answer document <br> or in the Pre-ID file. | Mental Retardation means significantly subaverage <br> general intellectual functioning existing concurrently <br> with deficits in adaptive behavior, and manifested <br> during the developmental period, which adversely <br> affects a child's educational performance. (34 CFR <br> Part 300.5). |
| Hard of Hearing | The Primary <br> Disability field was <br> coded 020 on the <br> answer document <br> or in the Pre-ID file. | Hard of Hearing means a hearing impairment, <br> whether permanent or fluctuating, which adversely <br> affects a child's educational performance but which is <br> not included under the definition of "deaf" in this <br> section. (34 CFR Part 300.5). |
| Deafness | The Primary <br> Disability field was <br> coded 030 on the <br> answer document <br> or in the Pre-ID file. | Deafness means a hearing impairment which is so <br> severe that the child is impaired in processing <br> linguistic information through learning, with or without <br> amplification, which adversely affects educational <br> performance. (34 CFR Part 300.5). |
| Speech/Language <br> Impairment | The Primary <br> Disability field was <br> coded 040 on the <br> answer document <br> or in the Pre-ID file. | Speech and Language Impairment means a <br> communication disorder such as stuttering, impaired <br> articulation, language impairment, or a voice <br> impairment, which adversely affects a child's <br> educational performance. (34 CFR Part 300.5). |


| Subgroup | Description | Definition |
| :--- | :--- | :--- |
| Visual <br> Impairment | The Primary <br> Disability field was <br> coded 050 on the <br> answer document <br> or in the Pre-ID file. | Visually Impaired means a visual impairment that, <br> even with correction, adversely affects a child's <br> educational performance. The term includes both <br> partially seeing and blind children. (34 CFR Part <br> 300.5). |
| Emotional <br> Disturbance | The Primary <br> Disability field was <br> coded 060 on the <br> answer document <br> or in the Pre-ID file. | Emotional Disturbance means a condition exhibiting <br> one or more of the following characteristics over a <br> long period of time and to a marked degree, which <br> adversely affects educational performance: A. An <br> inability to learn which cannot be explained by <br> intellectual, sensory, or health factors; B. An inability <br> to build or maintain satisfactory interpersonal <br> relationships with peers and teachers; C. <br> Inappropriate types of behavior or feeling under <br> normal circumstances; D.A general pervasive mood of <br> unhappiness or depression; or E.A tendency to <br> develop physical symptoms or fears associated with <br> personal or school problems. The term (ED) includes <br> children who are schizophrenic. The term does not <br> include children who are socially maladjusted, unless <br> it is determined that they exhibit one or more of the <br> characteristics listed above. (34 CFR Part 300.5). |
| Orthopedic |  |  |
| Impairment | The Primary <br> Disability field was <br> coded 070 on the <br> answer document <br> or in the Pre-ID file. | Orthopedic Impairment means a severe orthopedic <br> impairment which adversely affects a child's <br> educational performance. The term includes <br> impairments caused by congenital anomaly (e.g., <br> clubfoot, absence of some member, etc.), <br> impairments caused by disease (e.g., poliomyelitis, <br> bone tuberculosis, etc.), and impairments from other <br> causes (e.g., cerebral palsy, amputations, and <br> fractures or burns which cause contractures). (34 CFR <br> Part 300.5). |


| Subgroup | Description | Definition |
| :--- | :--- | :--- |
| Other Health <br> Impairment | The Primary <br> Disability field was <br> coded 080 on the <br> answer document <br> or in the Pre-ID file. | Other Health Impairment (OHI) means having limited <br> strength, vitality or alertness, due to chronic or acute <br> health problems such as a heart condition, <br> tuberculosis, rheumatic fever, nephritis, asthma, sickle <br> cell anemia, hemophilia, epilepsy, lead poisoning, <br> leukemia, or diabetes, which adversely affects a <br> child's educational performance. (34 CFR Part 300.5). |
| Specific Learning <br> Disability | The Primary <br> Disability field was <br> coded 090 on the <br> answer document <br> or in the Pre-ID file. | Specific Learning Disability means a disorder in one <br> or more of the basic psychological processes involved <br> in understanding or in using language, spoken or <br> written, which may manifest itself in an imperfect <br> ability to listen, think, speak, read, write, spell, or to do <br> mathematical calculations. The term includes such <br> conditions as perceptual handicaps, brain injury, <br> minimal brain dysfunction, dyslexia, and <br> developmental aphasia. The term does not include <br> children who have learning problems that are primarily <br> the result of visual, hearing, or motor handicaps, of <br> mental retardation, of emotional disturbance, or of <br> environmental, cultural, or economic disadvantage. <br> (34 CFR Part 300.5). |
| Deaf-Blindness | The Primary <br> Disability field was <br> coded 100 on the <br> answer document <br> or in the Pre-ID file. | Deaf-Blindness means concomitant hearing and <br> visual impairments, the combination of which causes <br> such severe communication and other developmental <br> and educational problems that they cannot be <br> accommodated in special education programs solely <br> for deaf or blind children. (34 CFR Part 300.5). |
| fultiple <br> Disabilities | The Primary <br> Disability field was <br> coded 110 on the <br> answer document <br> or in the Pre-ID file. | Multiple Disabilities means concomitant impairments <br> (such as mental retardation, blindness, orthopedic <br> impairment, etc.) the combination of which causes <br> such severe educational problems that they cannot be <br> accommodated in special education programs solely <br> for one of the impairments. The term does not include <br> deaf-blind children. (34 CFR Part 300.5). |


| Subgroup | Description | Definition |
| :--- | :--- | :--- |
| Autism | The Primary <br> Disability field was <br> coded 120 on the <br> answer document <br> or in the Pre-ID file. | Autism means a developmental disability significantly <br> affecting verbal and non-verbal communication and <br> social interaction, generally evident before age three, <br> that adversely affects educational performance. <br> Characteristics of autism include - irregularities and <br> impairments in communication, engagement in <br> repetitive activities and stereotyped movements, <br> resistance to environmental change or change in daily <br> routines, and unusual responses to sensory <br> experiences. The term does not include children <br> with characteristics of the disability serious emotional <br> disturbance (SED). If a child manifests characteristics <br> of the disability category "autism" after age three, that <br> child still could be diagnosed as having "autism" if the <br> criteria in the above paragraph are satisfied. (34 CFR <br> Part 300.5). |
| Traumatic Brain <br> Injury | The Primary <br> Disability field was <br> coded 130 on the <br> answer document <br> or in the Pre-ID file. | Traumatic Brain Injury means an injury to the brain <br> caused by an external physical force or by an internal <br> occurrence such as stroke or aneurysm, resulting in <br> total or partial functional disability or psychosocial <br> maladjustment that adversely affects educational <br> performance. The term includes open or closed head <br> injuries resulting in mild, moderate, or severe <br> impairments in one or more areas, including cognition; <br> language memory; attention; reasoning; abstract <br> thinking; judgment; problem-solving; sensory, <br> perceptual and motor abilities; psychosocial behavior; <br> physical functions; information processing; and <br> speech. The term does not include brain injuries that <br> are congenital or degenerative, or brain injuries <br> induced by birth trauma. (34 CFR Part 300.5) |

## STAR Group Summary: CAT/6 Survey

| Purpose: | To summarize the Student Master List information for the <br> CAT/6 Survey tests. |
| :--- | :--- |
| Action: | Districts or schools should review. |
| Focus: | CAT/6 Survey results on a school and district level. |



## Summary Reports

## STAR Group Summary: CAT/6 Survey Description

Number
Enrolled
Number Tested

Percent Tested
Number Valid
ScoresPercent Valid ScoresNational PR-S

## Mean NCE

## Scaled Score <br> Mean

Scaled Score SD\%Scoring... (Quarters)

\% Scoring (Fifths)

For the subject, number of multiple-choice answer documents submitted minus the number of answer documents coded that student enrolled after the first day.
For the subject, number of students that responded to any questions on the test or whose answer documents were coded for tested but marked no answers. The number tested also includes students tested with modifications or no more than two grades below level in grades 5 through 11.
For the subject, number of students tested, divided by the number of students enrolled, multiplied by 100 , and rounded to the nearest tenth. [(Number Tested / Number Enrolled) * 100, rounded to nearest tenth]
For the subject, number of students that received a scaled score and derived scores on the test either at grade level or no more than two years below level with or without accommodations.
For the subject, number of valid scores, divided by the number of students tested, multiplied by 100 , and rounded to the nearest whole number. [(Number Valid Scores / Number Tested)* 100, rounded to nearest whole number]

PR (National Percentile Rank): The percentage of scores in the norm group of students in a national sample who tested in the same grade at a comparable time of the school year that fell at or below this student's score.
S (Stanine): A standard score ranging from 1 to 9 . Stanines of 1,2 , and 3 are considered below average, Stanines of 4,5 , and 6 average, and Stanines of 7,8 , and 9 above average.
Average National Normal Curve Equivalent (NCE) for all students within the group. A value from 1 to 99 that is based on an equal interval scale.
For the subject, average of the valid scaled scores for the group of students. [(Number Valid Scores / Number Tested)* 100, rounded to the nearest tenth]
Standard deviation (SD) of the scaled scores for a group of students. The scaled score SD indicates how far away scaled scores are from the scaled score mean. Most scaled scores (about $68 \%$ ) will be within one SD away from the scaled score mean. Very few scaled scores (about $5 \%$ ) will be more than two SDs away from the scaled score mean.
For each subject, the percent of students' scores that fell above each quartile.
Percent of students scoring above the $75^{\text {th }}$ national percentile.
Percent of students scoring at or above the $50^{\text {th }}$ national percentile.
Percent of students scoring above the $25^{\text {th }}$ national percentile.
For each subject, the percent of students' scores that fell within each fifth of the distribution. When percentiles are grouped into five equal categories, they are called quintiles.
Student scores between the $80^{\text {th }}$ to $99^{\text {th }}$ percentiles are grouped into the $5^{\text {th }}$ Quintile.
Student scores between the $60^{\text {th }}$ to $79^{\text {th }}$ percentiles are grouped into the $4^{\text {th }}$ Quintile.
Student scores between the $40^{\text {th }}$ to $59^{\text {th }}$ percentiles are grouped into the $3^{\text {rd }}$ Quintile.
Student scores between the $20^{\text {th }}$ to $39^{\text {th }}$ percentiles are grouped into the $2^{\text {nd }}$ Quintile.
Student scores between the $1^{\text {st }}$ to $19^{\text {th }}$ percentiles are grouped into the $1^{\text {st }}$ Quintile.


## Internet Reports

Internet reports summarize performance for various aggregations of students. The Internet reports total the detailed data found on paper reports for schools, districts, counties, and the state of California to report overall summary data by grade and test.
Three categories of reports are available:

- CST: percentages of students scoring at each performance level
- CAT/6 Survey: percentages of students scoring at or above specific quartiles
- CAPA: percentages of students scoring at each performance level

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

## Internet Reporting Site Dates of Data Availability

The Internet report scores will change three times to reflect scoring updates.

| August 16, <br> 2004 | $1^{\text {st }}$ Internet <br> Posting File | To the extent possible, this posting will include results for <br> student tests that were received for scoring by July 1. <br> Results for schools and districts that had not completed <br> testing by July 1 will not be included. |
| :--- | :--- | :--- |
| September | $2^{\text {nd }}$ Internet <br> Posting File | This posting is to add reports for districts/schools <br> processed during August. |
| December | Final <br> Internet <br> Posting File | This final posting includes district corrections made to <br> original student data files. These corrections have no <br> impact on the results for all students. Subgroup reports <br> may be affected by the corrections. |

## Using the STAR Reporting Web Site

## Accessing the STAR Reporting Web Site

1. Go to http://star.cde.ca.gov/
2. Click 2004 STAR Results. The California STAR Program home page opens.

## California STAR Program

The 2004 California Standardized Testing and Reporting (STAR) Program test results for schools, counties, districts, and the state are available at this site. Test results are reported for the four components of the STAR Program:

- California Standards Tests (CSTs)
- California Alternate Performance Assessment (CAPA)
- California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

```
To find CST, CAPA, and CAT/6 Survey test results, click "Test Results" on the navigation bars located at the top or left-hand side of this page.
To find SABE/2 test results, click on "Spanish Assessment of Basic Education, Second Edition (SABE/2)" above.
```

Important Note: Test results for individual students are available only to parents/guardians and may be obtained only from the schools and districts where students were tested.

More About STAR

```
I2 About STAR 2004 - Provides information about the tests used, the subjects and
        grades tested, and the types of results reported for STAR 2004.
- Program Background - Program history and description.
- STAR Reports - Discusses the reports and subgroups for which STAR 2004 test results are reported. A complete listing of STAR Reporting Subgroups is also provided.
- Grades and Subjects Reported - Identifies the grades and subjects reported for each of the STAR assessments.
\(\Rightarrow\) STAR Help - Help in finding, understanding, using and comparing, and printing test results.
- Finding Test Results - Directions on how to find the test results for a desired test; a desired school, district, county, or the state; and a desired demographic group or subgroup.
- Printing Test Results - Suggestions on how to print the test results.
- Term and Score Explanations - Definitions and explanations of the terms and scores used.
- Comparing Test Results - Information about how to compare results across years, across grades, or between schools, districts, counties, and the state.
Arior Year STAR Test Results - Link to test results for 1998-2003.
I. Links to Additional Information - Links to additional STAR related resources.
```

The results posted at this Web site are based on data provided by the Educational Testing Service (Califormia Standards Tests, California Alternate Performance Assessment, and Califormia Achievement Tests, Sixth Edition Survey) and CTB/MCGraw-Hill (SABE/2) under contract with the California Department of Education.

The test results and data files available through this Web site are current as of August 16 , 2004, Districts may correct demographic data through October. The final data are scheduled to be posted in early December 2004.
(Posting Date: August 16, 2004)

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3. Read and use the information provided on this Web page and on the pages accessed by the links and buttons on this Web page to answer questions.

## Getting Help

This section contains brief procedures for viewing and printing reports and downloading research files. Be sure to click Help for complete instructions for using the STAR Reporting Web site.

## Viewing Reports

To access reports to view and/or print:

1. Click the Test Results button in the navigation bar on the left. The report search fields open.

2. Click the down arrow and select the test for the report: CST, CAPA, CAT/6 Survey.
3. Click the down arrow and select the county. Or, for the state report, go to step 6.
4. Click the down arrow and select the district.
5. Click the down arrow and select the school.
6. Click the down arrow and select the group, or leave Primary Subgroup for all students.
7. Click the down arrow and select the subgroup, or leave All Students.
8. Click viwriport

The report appears below the search fields.

## Note:

- After selecting a county, wait a brief time for the screen to refresh before clicking the down arrow for district. After selecting a district, wait a brief time for the screen to refresh before clicking the down arrow for school.
- The list of charter schools for which results are available may be viewed by clicking on "View Charter School List" on the right-hand side of the screen.


## Printing Reports

To print the displayed report:

1. Click the print repori button located on the right-hand side at the top or bottom of the report. The print window for the browser opens.
2. Set the print orientation in the browser to Landscape.

## 3. Click Print.

The report is printed on the assigned printer.

## Downloading Research Files

To download research files:

1. Click Downiond Risench file

The list of available research files appears.

```
Research Files
Downloading STAR Research Files
These research files contain results from the 2004 administration of the California Standardized Testing and Reporting (STAR)
Program. Each file contains the same information presented in the Test Results section of this site and is provided to allow for more
complex analyses and customized reporting of the data.
In order to protect student confidentiality, no scores are reported (or included in the research files) for any group of ten or fewer
students.
Use of these research files requires some expertise in data handling. Descriptions of the file formats, instructions on how to access
the data, and keys to properly managing the data are contained at the following link:
    Research File Download Instructions, Formats, File Layouts, and Usage
For PC users, the research files are available as self-extracting archive formats (.zip) in at least one of the following three file
formats:
    - Comma delimited - (CSV) the separation between data fields is indicated by a comma
    - Fixed width - Data fields are aligned in columns with spaces between fields when necessary to preserve column alignment
    - MS Access 2000,mdb - Microsoft Access 2000 database
All research files listed below contain the data for entities comprising the level of that file. The "statewide" files include the data for 
the state, and all counties, districts, and schools. The "countywide" files include the data for the selected county and all districts and
schools associated with that county
View County List | View District List | View Charter School List
Statewide files (includes data for all state, counties, districts, and schools)
2004 California State Level research file, All Students, ASCII (4 KB)
2004 California State Level research file, All Students, comma separated (4 KB)
2004 California State Level research file, All Sub-Groups, ASCII (57 KB)
2004 California State Level research file, All Sub-Groups, comma separated (56 KB)
County/District-wide files
Entity files
2004 Entities List, ASCII
2004 Entities List, comma separated
Access Database (.mdb) file
2004 Access Database - Main Component
Look Up tables
Test Identifier Lookup Table, comma delimited ( }1\textrm{KB}\mathrm{ )
Demographic Subgroup Lookup Table, comma delimited (1 KB)
    California Department of Education
    @2004 California Department of Education
```

2. Click the file to download. The File Download window opens.
3. Click OK to download the file to the computer.

## Internet Reports

| Purpose: | To provide public access to the STAR results for: <br> - State <br> - Counties <br> - Districts <br> - Schools |
| :---: | :---: |
| Format: | Internet reports are in landscape format. Be sure to set the print option on the browser to landscape. |
| Action: | Review STAR results online. |
| Focus: | Percentages of students scoring within each performance level for CSTs and CAPA and at or above specific quartiles for CAT/6 Survey. |

## Report Header



All Students
Identifies the report as including the scores for all students or a specific subgroup of students.
(02) Total Enrollment on First Day of Testing

Total Number Tested
(04) Total Number Tested in Selected Subgroup
(05) Identifying Information

Number of multiple-choice answer documents (grades 4-11) plus CST booklets (grades 2 and 3 ) submitted minus the number of answer documents coded that student enrolled after the first day.
For the test, number of students that responded to any questions on any test.

Number of students tested in the selected subgroup.

Identifying information on the selected test, including:

- County name
- District name
- School name
- CDS code

California Standards Test Name of the selected test. Scores

## CST Scores

Note: The scores shown in this report are preliminary and are for illustrative purposes only.


Grades
(02) Reported Enrollment

03 English-Language Arts

Grades tested. End-of-Course (EOC) shows totals for high school science and mathematics for all grades in the school, district, county, or state in which students were tested.
Number of multiple-choice answer documents (grades 4-11) or CST booklets (grades 2 and 3 ) for each grade submitted minus the number of answer documents coded that student enrolled after the first day.

Subject of test taken.
(04) Students Tested

05 \% of Enrollment

${ }^{06}$ Mean Scaled Score



Performance Levels

Number of students with valid scores on this test by grade.
Number of students tested in each grade, divided by the number enrolled in the grade, multiplied by 100, and rounded to the nearest whole number.
For the test, average of the valid scaled scores for the group of students. [(Number Valid Scores / Number Tested)* 100, rounded to the nearest tenth]
(The CST scaled score is a value from 150 to 600 with 350 as the lowest score at the proficient performance level for all grades and subjects.)
Percentage of student scores at each performance level. Performance levels are: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. The target is for all students to score proficient or advanced.

## CAT/6 Survey Scores

Note: The scores shown in this report are preliminary and are for illustrative purposes only.


Grades
Reported Enrollment
(03) Reading
${ }^{04}$ Students Tested
05 NPR for "Avg" Student Score

Grades tested.
Number of multiple-choice answer documents (grades 4-11) or CST booklets (grades 2 and 3 ) for each grade submitted minus the number of answer documents coded that student enrolled after the first day.
Subject of test taken.

Number of students with valid scores on this test by grade.
National Percentile Rank (NPR) for a hypothetical average student in this school, district, county, or the state.
(06) Percent Scoring above $25^{\text {th }}$, at or above $50^{\text {th }}$, and above $75^{\text {th }}$ National Percentiles
${ }^{07}$ Mean Scaled Score

Percentages are calculated as the [number of students with percentile ranks within the group divided by the total number of students with valid scores on the CAT/6 Survey] * 100, rounded to the nearest whole number.

Average of scaled scores for the group of students. On the CAT/6 Survey, the scaled score is a value from 0 to 999 that is used to derive other scores.

## CAPA Scores: State

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

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

Note: The scores shown in this report are preliminary and are for illustrative purposes only.

(01) Total Number Tested with CAPA
(02) Percent Tested
$0^{03}$ Level / Grades
(04) English-Language Arts

Students Tested
(06) Mean Scaled Score

07 Performance Levels

Number of students who responded to one or more questions on the CAPA.

Number of students with valid tests, divided by the total number of students tested, multiplied by 100, and rounded to the nearest whole number.

The report is sorted in order by CAPA Assessment Level from Level I to Level V. Within each CAPA level, scores are reported by grade for state reports and by CAPA level for schools and districts.
Subject assessed.
Number of students taking this assessment.
Average of scaled scores for the group of students. (The scaled score is a value from 15 to 60 , with 35 as the lowest score for a proficient performance level for all grades/levels and both subjects.)
Percentage of students scoring at each performance level.
Performance levels are: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. The target is for all students to score proficient or advanced.

## CAPA Scores: County, District, or School



01
Level / Grades
02
English-Language Arts
03
Students Tested
04
Mean Scaled Score

05
\% At or Above
Proficient

The report is sorted in order by CAPA Level from Level I to Level V.
Subject assessed.
Number of students taking this assessment.
Average of scaled scores for the group of students. (The scaled score is a value from 15 to 60 , with 35 as the lowest score for a proficient performance level.)

Percent of students whose scores are at or above proficient for the subject tested. The target is for all students to score proficient or advanced.

## Teacher Reports

| Purpose: | To provide teachers results for their students on <br> the English-language arts and mathematics CSTs. <br> Teachers may use the report as a tool to evaluate <br> the effectiveness of their instructional programs. |
| :--- | :--- |
| Format: | There are separate reports for the California <br> English-Language Arts and Mathematics <br> Standards Tests. Reports are printed for individual <br> teachers if: <br> - $\quad$Teacher names and course periods were <br> included for students in the district Pre-ID file or <br> - $\quad$Student answer documents were packaged for <br> scoring by teacher and the teacher's name was <br> gridded on a class header sheet. <br> Action: <br> Reports are printed by grade level or math course, <br> if student answer documents were submitted for <br> scoring by grade. <br> District STAR coordinators will receive teacher <br> reports by school. Do not open the packages. <br> Distribute the packages to the schools for school <br> administrators to distribute to teachers. <br> Reports for individual teachers will be in sealed <br> envelopes addressed to the teachers. The <br> envelopes are to be given only to the teachers to <br> whom they are addressed. <br> Reporting clusters that need improvement, <br> changes in scores from previous year, and <br> comparison of scores for various subgroups. |

For the list of 2004 reporting clusters and number of questions for each, see Appendix A.
Note: Samples of the 2004 Teacher Report were not available at the time of printing. Samples are shown in this chapter of the 2003 Teacher Report for illustrative purposes. No changes in the format of the Teacher Report are planned for 2004.

## Types of Teacher Reports

| Type | California Standards: <br> English-Language Arts (ELA) | California Standards: <br> Mathematics |
| :---: | :--- | :--- |
| Group | Based on header sheet "Group <br> name" returned with answer <br> documents or teacher and <br> period from Pre-ID file. <br> Example: Ms. Brown's fourth <br> grade | Based on header sheet "Group <br> name" returned with answer <br> documents or teacher and period <br> from Pre-ID file. <br> Example: Ms. Brown's fourth grade |
| Grade <br> or <br> Course | If no header sheet by group or <br> names in Pre-ID file, or if the <br> superintendent opted not to <br> receive reports by teacher, all <br> students in a grade in a school. | If no header sheet by group or <br> names in Pre-ID file, or if the <br> superintendent opted not to receive <br> reports by teacher, all students in a <br> grade in a school. |
| Administrators should distribute <br> ELA grade reports to English <br> teachers. <br> Schools receive one grade <br> Administrators should distribute <br> mathematics grade or course <br> reports to mathematics teachers. <br> grades 2-3; one grade report for <br> every 30 students, grades 4-11. <br> Example: All grade-7 students <br> at Buena Vista Middle School. | Schools receive one grade report for <br> every 20 students, grades 2-3; one <br> grade or course report for every 30 <br> students, grades 4-11. |  |
| 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 those students who tested at their grade level performed in each reporting cluster. Scores for tests taken below level are not included in this report.


Reporting Cluster

## Number of Items

(03)

Average Percent Correct

## Statewide Students Proficient

Average Percent Correct

Reporting cluster names for the grade.
Number of questions in each reporting cluster.
For the reporting cluster, the average percent correct by: Grade or group; district; and statewide.
[( $\Sigma$ Raw scores/\# of valid scores) / Total questions] * 100, rounded to nearest whole number

For the reporting cluster, the average percent correct for students statewide whose scaled scores for the total test were 350 (proficient).

A diamond symbol indicates how your students' average percent correct for this reporting cluster compared to the average percent correct for students statewide who scored at the lowest score for the proficient performance level and the lowest level for the advanced performance level.

The average percent correct on this reporting cluster for this group was:
Below = the average percent correct for this group was lower than the average percent correct for students statewide who scored at the lowest score for Proficient.

About the Same = the average percent correct for this group was the average percent correct for students statewide who scored at the lowest score for Proficient and the average percent correct for students statewide who scored at the lowest score for Advanced.

Above $=$ the average percent correct for this group was higher than the average percent correct for students statewide who scored at the lowest score for Advanced.

Example: On Writing Strategies, the average percent correct for "Your Students" is 44. In comparison, students statewide who scored at the lowest score for proficient have an average percent correct of 75 on Writing Strategies.

Front: Reporting Clusters for Improvement
Reading
wORD ANALYSIS AND vocabuLARY
Students apply their knowledge of word origins to determine the meaning of
new words encountered in reading materials and use those words accurately.
READING comprehension
Students read and understand grade-level-appropriate material. They analyze
the organizational patterns, arguments, and positions advanced...
LITERARY RESPONSE AND ANALYSIS
Students read and respond to historically or culturally significant works of
literature that reflect and enhance their studies of history and social science.
They conduct in-depth analyses of recurrent patterns and themes.
Writing
WRITEN conventions
Students write with a command of standard English conventions.
wRITING sTRATEGIES
Students write coherent and focused essays that convey a well-defined
perspective and tightly reasoned argument. The writing demonstrates
students' awareness of the audience and purpose. Students progress through
the stages of the writing process as needed.
(01) Overview of the components


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 this reporting cluster on which the group's average percent correct was below the average percent correct for students statewide who scored at the lowest score for Proficient. If two or more reporting clusters were marked "Below," the most discrepant reporting cluster was used.

## Back: Group Performance



01 Performance Levels One of five ranges of scaled scores and the scaled 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 scaled score is a value from 150 to 600 , with 350 as the lowest score for a proficient performance level.)
Percent of all students tested in group, grade, or class that scored in each performance level.

Percent of students for specific subgroups that scored at each performance level.
Total number of students in the grade or group.

## Back: Proficient or Above Groups

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.


Percent of proficient and advanced scores in given grade by school, district, and state.

Percent of proficient and advanced scores for specific subgroups by school, district, and state.

## Back: Resources

The bottom portion of page 2 lists locations of information that teachers may use to help improve instruction.

## 2003 Group (Teacher) Report Sample

## The California Report for Teachers

The purpose of this report is to make the results of last year's California Standards Test (cs T) useful for your instruction by addressing threequestions:

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

TACK O'CONNELI
STATE SUPEIINTENDENT OF PUHLIC INSTRUCTION

## GROUP REPORT

9999999999-Suzanne Marino
Test: 2003 Grade 5 English Language Arts CsT School:Caderock Elementary District:Alameda City Unifled


## How did last year's students perform on the CST:

Your group's results by reporting cluster on the 2003 Grade 5 English Language Arts CST ( 23 students)

| kgportwg cuistr |  CFITEMS | avirage pirctit coarict* |  |  |  | Your sturents companad to students PRCFICIENT CN THS TEST STATDWIDE |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | $\begin{gathered} \text { Your } \\ \text { sTuccnis } \end{gathered}$ | DISTRKT sticents | STATEWIDE STUDENTS |  |  |  |
|  |  |  |  | ALL | PGCAICENT | ELIOW ARDUT THE SAME | Ando |
| Word Aralysi, Fluency, and |  |  |  |  |  |  |  |
| Systematic Yocabulary Developmen | 17 | 80\% | 61\% | 54\% | 54\% |  | - |
| Peading Cormprehension | 19 | 44\% | 63\% | 66\% | 54\% | * |  |
| Literary Resporse and Analysis | 14 | 77\% | 54\% | 50\% | 54\% |  | * |
| Written and Oral English Language Corwentiors | 21 | 49\% | 51\% | 41\% | 54\% | $\bullet$ |  |
| Writing Strategies | 19 | 83\% | 65\% | 61\% | 54\% |  | * |





## Overview ofthereporting clisters

## Reading

1.0 W ORD AMA IYSIS, FLUENCY A AD SYSTEMATIC WOCA BULARY DEYELODMENT
2.3 "Sudens use their mowledge of word onigins and word retatlonshlps, as well as historical and literary coniext clues, 10 detenmine the meaning of speclalked vocabuary and to understand the precise meaning of gradelevel appropriate worck."
2.0 READING COMPREHENSION (FOCUS ON INFCRHATIONAL NATERLALS) "Scudents read and understand grade-level-appropriate matertal. They describe and conneci the essental ideas, argumenis, and perspectives of the texi by using their knowledge of text ssucture organteation and purpose..."
3.0 LITERARY RESPONSE AND ANALYSIS
"Scudents read and respond 10 hksorlcally or culurally signifcam works of Itseralure. They begin 10 find ways to clarlty the Ideas and make connections among Ilerary works..."

## Writing

1.0 WRITIENAND ORAL LANGLA GE CONVENTIONS

Sudenis write and speek with a command of standard Engllsh corventions approprate to the grade level...."
20 WRITING STFATEGIES
"Sudemis witte deat coherent and focused essays Thewriting ex hibins the sudenis awareness of the audfence and purpose Essajs contain formal inuroductions, supporing edidence, and concluslors.."

## Focuson a selected reporting cluster

One reporting cluster to foas on $k \mathbf{2} .0$ Readling Comprehenstion. This reporting cluster includes the following assessed standards

## Structural Features of informational Materials

2.1 "Understand how texiteatures leg, tormat, graphics, sequence, dlagrams illusurations, charis, maps) make information accessible and usable"
22 "Anatyze text that k crgantzed in sequental or ctronologlat order:"
Comprehension and Anatysis of Grade-Level-Approprlate Text
23 "Dksern main Idees and concepis presented in Iexis, IdentifyIng and assessing endence that sufports those ideec."
$2 A$ "Draw inferences, conclusions, or generaltzaliors about text and support them with texual evidence and pror knowledge"

## Expository Critique

2.5 "Disinguish facis, supported inferences, and opinimns in tex."

Please see the complete list of Californios Siandands at
www.ede.ca.gov/stand ards or call CDE PTess at 1-800-995-4099 10 Purchase a printed copy.
woref Thk information is from last yearts exan. so please ase your hstructional program's assesments to deternmetie cirroit meedis ofyour कtucents.

## How did each group of students perform？

Your school＇s results by performance standard on the 2003 Grade 5 English Language Arts CST

|  | aul | แйIT | nacr | herame | сами | пишャ上 | $\begin{aligned} & \text { PJapr } \\ & \text { en } \end{aligned}$ |  | оนเ |  |  |  | nats | thwis |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Advanced（2 395） | 25\％ | 22\％ | 19\％ | 23\％ | 32\％ | 22\％ | 27\％ | － | 32\％ | 8\％ | 23\％ | 22\％ | 21\％ | $29 \%$ |
| Proficlent（350－394） | 485 | 50\％ | 48\％ | $46 \%$ | 50\％ | 39\％ | 45\％ | － | 47\％ | 23\％ | 43\％ | 42\％ | 45\％ | 51\％ |
| Basic（300－349） | 3\％ | 6\％ | 10\％ | 2\％ | $5 \%$ | 10\％ | 7\％ | － | 0\％ | 2\％ | 3\％ | 8\％ | 5\％ | $1 \%$ |
| Botow Basic（271－299） | 17\％ | 17\％ | 14\％ | 22\％ | 9\％ | 17\％ | 13\％ | － | 118 | 31\％ | 17\％ | 12\％ | 18\％ | 16\％ |
| Far Botow Basle（5 270 ） | 85 | 6\％ | $10 \%$ | 环 | 53 | 22\％ | 8\％ | － | 11\％ | 37\％ | 14\％ | 7\％ | 11\％ | $4 \%$ |
| Total Number of Student | 165 | 18 | 21 | 65 | 22 | 14 | 13 | 0 | 19 | 52 | 120 | 44 | 76 | 69 |

Parcarragas might noe tual 100 dia to rounding．
Percent of students at or above Proficient on the 2002 and 2003 Grade 5 English Language Arts CS T

|  |  | AU | 幺и\％ | Hacr | неваме | миas | ниpmo | $\begin{aligned} & \text { PBARE } \\ & \text { BLACEF } \end{aligned}$ | $\begin{aligned} & \text { Mingican } \\ & \text { Iman } \end{aligned}$ | Oนะ | $\begin{gathered} \text { TMGUY } \\ \text { TFNRSES } \end{gathered}$ |  |  | neiss | Finuts |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Your Schoot： | 2002 | 72\％ | 79\％ | 71\％ | 64\％ | 77\％ | 45\％ | $72 \%$ | 35\％ | N／A | 63\％ | 133\％ | $14 \%$ | 21\％ | 29\％ |
|  | 2003 | 73\％ | 72\％ | 67\％ | 699\％ | 82\％ | $61 \%$ | 72\％ | － | 79\％ | $31 \%$ | 66\％ | 66\％ | 66\％ | 80\％ |
| District： | 2002 | $61 \%$ | 63\％ | 64\％ | 59\％\％ | 58\％ | $61 \%$ | 63\％ | $36 \%$ | 41\％ | 59\％ | 63\％ | 8\％ | 5\％ | 1\％ |
|  | 2003 | $62 \%$ | 65\％ | 66\％ | 609\％ | 61\％ | $66 \%$ | 65\％ | 35\％ | 42\％ | 60\％ | 65\％ | 12\％ | 18\％ | $16 \%$ |
| State： | 2002 | 49\％ | 49\％ | 47\％ | 51\％ | 53\％ | 47\％ | 49\％ | 27\％ | 31\％ | $46 \%$ | 52\％ | 8\％ | 11\％ | 4K |
|  | 2003 | 52\％ | 53\％ | 49\％ | 52\％\％ | 50\％ | 49N3 | 52\％ | 29\％ | 35\％ | 49\％ | 53\％ | 11\％ | 14\％ | 5 K |


What are performance standards and scaled scores？

Periormance standands are reporied in the performance levels that range from Far Below Baic to Adranced．All Callfornla sudents should be at the Proflclemt level or above．
Performance standards are based on scated sccres Scated scores take into
account dilferences in the difficulty of test forms and are useful for reporting changes over time．A scaled score of 350 （Proficlemi）in 2002 \＆comparable to a scaled score of 350 in 2003 ，even though the number of correci responses needed to get a scaled score of 350 mas be dilleenti．

## What additional resoulices are avalible？

About the Standards and Curriculum

## －A cademic Content Standards

Adcopted ty the Stale Board of Education the standards deme what your sludenis should know in each area．www．ede．ca．gov／standards
－Curriculum Frameworks
They show how the standards guide insiruction and glve guldelines for the selection of insiructional programs．www．cdo．ca．gov／cfir
Call CDE Press at 1－800－995－4099 10 purdase coples of these materkals．
State－Approved Textbooks and Instructional Materials
The standards－aligned rexibooks and Insiructional materlats adopted by the Slate Board of Educailon were recormmended by teachers and other members of the Curricuum Commission．
These resources hetp you integrate this intormation with your Insirucion by proviling：
－Ongolng assessments iotest your sludents throughout theyear
－Activities for students at aul levels to address the needs of adranced sludents aswell as sludents requiring addlional insrucilon and practice

Where can I find more information？
The approred materials and textbooks are listed on the web at： www．cde．ca．gov／cfir／rla．Your disirict office and local Learning Resources Display Centers may also have a copy．

A comprehensive list of all STAR reports can be found at www．startestorg． Questions or suggestions about this report or other STAR reports anbe emailed to staretsorg．


## 2003 Grade Report Sample

## The California ReportforTeachers

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

- How dld last year's students perform on the CST?
- How did each group of students perform?
- What additional resources are avallable?
fack o'connell.
STATE SUPERINTENDENT OE POBLIC INSTRIECTION


## GRADE REPORT

## Test 2003 Grade 10 English Language Arts CST

 School Caderock High District Caderock


## How did last year's students perform on the CSI?

Your school's results by reporting cluster on the 2003 Grade 10 English Language Arts CST ( 172 students)





## Overview of the reporting clusters

## Reading

WORD ANA LYSIS AND VOCAEULARY
Sudenis appty their knoytedge of word origits to determine the meaning of new words encountered In reading materkes and use those words accurately. FEA DING COHPREHENSKON
Students read and understand grade-lerel-approprtate materna. They ankljge the organtzatlonat panems, aguments, and posinors actranced...
LITERARY RESPONSE AND ANALYSIS
Sudenis read and respond to historkally or culturally significant works of llteraiure that reflect and enhance their studies of history and soctal sclence. They conduci in-depth analy ses of recurrem patueris and themes.

## Writing

WRITTEN COWENTIONS
Studenis witte with a command of standard Englkh corventions.
WRITING STBATEGIES
Sudents write coherent and focused essals that corwey a well-dellined perspective and ilghty reasoned argument. The writing demoraraies sludents awareness of the audlence and purpose. Sudents progress itrough the stages of the wrining process as needed.

## Focus on a selectedreporting cluster

One reporing cluster to foas on k Writing Strategles. Mik reporiing clusser indudes the following assessed standacts:

Organization and Focus
1.1 Establlsha controiling Impression or mherent thesk that corrvefs a dear and disinctive perspective on the subject and malnain a corsissem tone and foous throughout the plece of wrtiting.
12 Use preclse language, action verbs, sensory dealls, approprlate modillest, and the active rather than the passtre volce.

## Research and Technology

13 Use clear research questions and sultable research methods ie.g. Iltrars elecironic meda perscmal Interviewl to ellict and present endence from promary and secondary sources.
14 Develop the maln Ideas within the body of the compostion through surporting eddence le.q, scenarios commonty held bellefts, trypotheses detmitions!

This reporting cluster atso indudes slandards $1.5,1.7$, and 1.9
The complete Callfornla A cademic Cornem Standacts mas be viewed and dowrloaded lwithoul chargel at www.cde.ca.gov/standards or purchased by calling the CDE Press at 1-800-995-4099.

нотE: This information is from last year's exam.
so please use your instructional progran's assessments to pleterinhe tre el if it netts of your sfintonks.

## How did each group of students perform?

Your school's results by performance standard on the 2003 Grade 10 English Language Arts CST

|  <br>  | SLL | и\% 1 It | tuscr | hisame | maw | मupen | manc BLATCE | MESACAN | ORHE | $\begin{gathered} \text { TNaISH } \\ \text { IENRERS } \end{gathered}$ |  | $\begin{array}{\|l\|} \hline \text { इETIMMG } \\ \text { SKIMM } \\ \hline \end{array}$ | мums | fimus |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Advanced (2392] | 10\% | 17\% | 096 | 6\% | 100\% | OK | - | - | - | 0\% | 2\% | O\% | B\% | 12\% |
| Proficlent 1350-391) | 27\% | 33\% | 20\% | 25\% | 0 H | 0\% | - | - | - | 0\% | 26\% | 59\% | 26\% | 28\% |
| Basic (300-349) | $37 \%$ | 37\% | 40\% | 36\% | 0\% | 100\% | - | - | - | 25\% | 39\% | 11\% | 34\% | 39\% |
| Bolow Basle (263-299) | 15\% | P\% | 0\% | 20\% | 0 N | ON | - | - | - | 33\% | 20\% | 26\% | 21\% | 11\% |
| Far Botow Basic ( 5262 ) | $11 \%$ | 6\% | 40\% | 13\% | 0 H | C\% ${ }^{\text {a }}$ | - | - | - | 42\% | 13\% | 58\% | 12\% | 11\% |
| Total Number of Students | 172 | 50 | 5 | 111 | 1 | 1 | 0 | 0 | 0 | 24 | 46 | 19 | 77 | 95 |

Parcantagasmigit nat wid 100 die na rainding.
Percent of students at or above Proficient on the 2002 and 2003 Grade 10 English Language Arts CST

|  |  | all | и\%IIT | tuscr | herame | maw | मupma |  | $\begin{aligned} & \operatorname{MEPICAN} \\ & \text { IROSN } \end{aligned}$ | ОНเ1 | $\begin{aligned} & \text { TNaIg } \\ & \text { LENESES } \end{aligned}$ |  |  | mats | frumes |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Your 5choot: | 2002 | 37\% | 48\% | 18\% | 36\% | 95\% | $5 \%$ | - | - | - | 0 N | 27\% | 0\% | 31\% | 43\% |
|  | 2003 | 37\% | 50\% | 20\% | 32\% | 100\% | ON\% | - | - | - | 0\% | 28\% | 5\% | 34\% | 40\% |
| District: | 2002 | 35\% | 49\% | 17\% | 34\% | 98\% | $4 \%$ | - | - | - | 0\% | 25\% | 0\% | 2B\% | 42\% |
|  | 2003 | 36\% | 48\% | 20\% | 31\% | 100\% | 0\% | - | - | - | 0\% | 27\% | $5 \%$ | 31\% | 40\% |
| 5tate: | 2002 | 33\% | 47\% | 19\% | 16\% | 50\% | 40\% | 25\% | 20\% | 17\% | 33 | 13\% | 5\% | 28\% | 39\% |
|  | 2003 | 35\% | 48\% | 20\% | 18\% | 49\% | 43\% | 28\% | 27\% | 17\% | 4\% | 16\% | 5\% | 31\% | 39\% |


What are performance standards and scaled scores?

Performance standards are reporied in fle performance levels that range from Far Below Basic 10Adranced All Callfornla siudents shoud be al the Proficlent level or abore.

Performance standands are based on scaled scores. Scaled scores take Into
account differences in the diffloulty of test forms and are useful for reporting changes wer time. A scaled sccre of 350 (Proflclent) in 2002 ts comparable to a scaled score of 350 in 2003 , eren though the number of correct responses needed io get a scaled score of 350 may be difterent.

## What additional resoulices are avalible?

About the Standards and Curriculum

- Academic Content Standards

Adopted ty the State Board of Educatlon the standards delme what your sudents shoud know in each area. www.ode.ca.gov/standards
Curriculum Framew orks
They stow how the standards gulde Insiruction and gle guldelines for the selection of Insiructional programs. wwwede.ca.gov/cfir
Call CDE Press at 1-800-995-4099 10 purdase coples of these matertals.
State-Approved Textbooks and Instructional Materials
The standards-ailgned texibooks and Insirucilonal materlals adopted by the state Board of Educailon were recommended by teachers and other members of the Curricuium Commieston.

These resources help you integrale this informailon whth your Insiruction by providing:

- Ongolng assessments 10 test your sudents throughour the year
- Actlvities for students an aul levels to address the needs of adranced sludents aswell as sludents requiring addinonal insruction and practice


## Where can I find more information?

The approred materlals and textbooks are Ilsted on the web at: www.cde.ca.gov/cfir/ rla. Your disulct office and local Leaming Resources Display Centers miay also hare a copy.

About Your School: The STAR Web site |hlify//tax.cde.cagou|

- Results for both the Norm Referenced Test and Californla Standards Test
- Grade level and schoolwide data
- Breakdowns by varlous calegorles
- Informathon aboul the STAR program

About Each Student: Reports with Individual Results
 Your princlpal has STAR reports. such as Indivdual Sudent Reporis and Siudent Haster Usis In ihese reports you can find ead ssudents:

- Norm Referenced Test results
- Californla Standards Test results
- Callfornla Reading Lks Number
$\qquad$

[^2]Questions or suggestions aboul this reporl or other SWR reports an be emailed to slarDetsorg.

## 2003 Course Report Sample

## The California Report for Teachers

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

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

TACK O'CONNELL
STATE SUPEIINTENDANT OE POHLIC INSTRUCTION

## COURSE REPORT

## Test 2003 Algebra ICST

 Schook Caderock High School Dtstrkt Cade rock
## How did last year's students perform on the CSI?

Your school's results by reporting cluster on the 2003 AlgebraI CST ( 254 students)

| zaportw | Nuvash Cfitims | avirace pthcmet COhatit |  |  |  | YOUR STUDCNTS LOMPA日ED TO STUDENTS PRCFICENT ON THIS TEST STATSWIEG* |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | $\begin{gathered} \text { Youk } \\ \text { stuocnts } \\ \hline \end{gathered}$ | $\begin{aligned} & \text { DISTRKT } \\ & \text { STLCENTS } \end{aligned}$ | STATSWIDE STUDENTS |  |  |  |  |
|  |  |  |  | ALL | PhCFICENT | EnION | AROUT THE SAME | amove |
| Number Properties, Operations, and Linear Equatiors | 16 | 75\% | 69\% | 63\% | 75\% |  | * |  |
| Graphing and Systems of Linear Equations | 14 | 79\% | 71\% | $71 \%$ | 86\% | * |  |  |
| Quadratics and Polynomials | 22 | 54\% | 46\% | 46\% | 62\% | + |  |  |
| Functiors and Rational Expressions | 13 | 64\% | 55\% | 45\% | 55\% |  |  | * |





## Overyiew of the reporting clusters

## Number Properiles, Operations, and Unear Equations

Standards Sets 1.0, 24.0, and 25.0 and standards 2.0, 3.0, 4.0 and 5.0 .
sudenis are prollclent whth the basic corcepis and 100k of algebra. Sudents atso apply these concepis and tods in the context of solting multistep problems. They aso know simple apects of logical arguments

## Graphing and Systems of Linear Equations

Standards $6.0,7, .0$, 8.0, and 9.0 . Sudenis graph I'near equations and Inequalines and compule the $x$-and $y$-murcepis Sudenis verity itial a polnt Iles on alline, glien the equation for that Ine, and sudemis solve sfstems of linear equatlors algebratcally and are athe io interpres the answer graphlaty.

## Quadratics and Polynomials

Standards 10.0 , 11.0. 14.0, 19.0-23.0. Sudents manipulaie polfnomial expressions and use potynomial ex presslors to sodve mulitsiep problems solve quadratic equations, know and use the quadratic formula to tind the roovs of second-degree poljmombals, and graph quadrailc funcilors.

## Functions and Rationat Expressions

Standards $12.0,13.0,15.0,16.0,17.0$, and 18.0. Sudents understand functions कa a spectal kind of relation, cne that encapsulates a notion of dependence and that can be defined by a graph, a set of crdered palis. or a symbick expresslon Sudents also work whin fractions that have polfmombls in the numerator and dencminatot anduse a gebraic tectiniques to solve rate problems, work problems, and percent mbture problemas

## Focis on a selected reporting cluster

One reporting cluster to foom on is Quadratics and Potynomlals. Thls reporing cluster includes the following assessed standards
100 Suderns add stifract, multipty and dride monomiats and polymomiats Sudenis solve multiksep problems. Including word probiems, by using these rechniques.
11.0 Sudenis appty basictacuring techniques to second- and simple thirddegree polynomias These techniques Include Inding a common tacior for all terms in a pobynombal recognting the difterence of wo squares and recognting perteci squares of binombals
14.0 suderis solve a quadratic equationty tacicring or completing the square.
19.0 sudenis know the quadratic formula and are famillar whil lis proot by completing the square.
20.0 Sudenis use the quadratic formula io find the roots of a second-degree potymomed and to solve quadratic equations.
Th's reparting cluster atso indudes slandards 21.0, 22.0, and 23.0 .
The complete Callfornla A cademi Comen Standacts may be viewed and downtoaded hwithoun chargel at www.cde.ca.gov/standards or purchased by calling the CDE Press at 1-800-995-4099.

мотE: This information is from last y ear's exam, so please use your instructional program's assessments to deternine the ctrrentneeds of yourstudents.

## How did each group of students perform?

Your school's results by performance standard on the 2003 Algebra ICST

| FITCEMANCE 5BMDNAD5 \|BCMED 3EDEES| | all | whirs | rascr | hemame | maw | मupwo | Banc BLAMCER | $\begin{gathered} \Delta \sin / 2 \mathrm{CN} \\ \text { ImaN } \end{gathered}$ | CRHEI | $\begin{aligned} & \text { LWZ194 } \\ & \text { IFANEETS } \end{aligned}$ | LCONDTITALI DESADAMMCED | BCTMM 2cral | miss | fimus |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Advanced ( 2429 ) | 23\% | 17\% | 14\% | 27\% | $36 \%$ | 17 h | 15\% | $50 \%$ | 0\% | 8\% | 12\% | 10\% | 20\% | 27\% |
| Proftcient [350-428) | 26\% | 33\% | 34\% | 17\% | 33\% | 42\% | 8\% | 0\% | 67\% | 15\% | 11\% | 16\% | 26\% | 22\% |
| Basic \|300-349) | 174 | 33\% | 37\% | 11\% | 9\% | g\% | 12\% | $50 \%$ | 33\% | 29\% | 34\% | 26\% | 17\% | 17\% |
| Botow Basle (253-299) | 14\% | 7\% | 6\% | 20\% | 6\% | 17\% | 19\% | O\% | 0\% | 28\% | 239 | 14\% | 11\% | 17\% |
| Far Botow Basic ( 5 252) | 21\% | 10\% | 9\% | 26\% | 15\% | 17\% | 46\% | 0\% | 0\% | 21\% | 21\% | 33\% | 27\% | 16\% |
| Total Number of Students | 254 | 30 | 35 | 113 | 33 | 12 | 26 | 2 | 3 | 155 | 198 | 87 | 128 | 126 |

Parcantagas might nat wid 100 due 13 raunding.
Percent of students at or above Proficient on the 2002 and 2003 Algebra L CS T

|  |  | ALL | мй | riscr | нerame | maw | मupwo | BLOML BLAMCER | $\begin{aligned} & \hline \operatorname{SERACLN} \\ & \text { IMRMN } \end{aligned}$ | OHLI | $\begin{gathered} \text { LWZISH } \\ \text { IEARVES } \end{gathered}$ | DCONDTICAIT DESMANMCI | $\begin{aligned} & \text { RSTEMNG } \\ & \text { WCTML ED } \end{aligned}$ | neiss | FDWuts |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Your Schoot: | 2002 | 43\% | 46 K | 44\% | 39\% | 63\% | 53\% | 21\% | 46 K | N/A | 21\% | 21\% | $26 \%$ | 41\% | 45\% |
|  | 2003 | 47\% | 50 K | 49\% | 43\% | 70\% | 58\% | 23\% | 50\% | 67\% | 23\% | 23\% | 26\% | 45\% | 49\% |
| District: | 2002 | 41\% | 44\% | 42\% | 38\% | 61\% | 51\% | 20\% | $46 \%$ | N/A | 20\% | 20\% | 23\% | 40\% | 43\% |
|  | 2003 | 45\% | 48K | 47\% | 42\% | 67\% | 56 K | 22\% | 48\% | 64\% | 22\% | 22\% | 25\% | 44\% | 47\% |
| State: | 2002 | $50 \%$ | 53\% | 51\% | 46\% | $73 \%$ | 61\% | 26\% | 53\% | 70\% | 24\% | 24\% | $28 \%$ | 48\% | $52 \%$ |
|  | 2003 | 49\% | 52\% | 50\% | 45\% | 72\% | 60\% | 26\% | 52\% | 69\% | 23\% | 23\% | 27\% | 47\% | $51 \%$ |


What are performance standards and scaled scores?
Performance standards are reporied in five performance terels that range account differences in the diffloulty of test forms and are useful for reporting from Far Below Basic 1oAdranced All Callfornla sludents shoud be al changes orer time. A scaled score of 350 (Froficlent) In 2002 ts comparable to a scaled score of 350 in 2003, eren though the number of correct responses needed to get a scaled score of 350 may be different.
Performance standands are based on scaled scores. Scaled scores take Into

## What additional resources are available?

About the Standards and Curriculum

## Academic Content Standards

Adopted ty the Staie Board of Educatlon the standards derme what your sludents should know in each area. www.cde.ca.gov/standards

## Curriculum Frameworks

They show how the standards gulde insiruction and gle guldelines for the selection of insiructional programs. www.cde.ca.gov/cfir
Call CDE Press at 1-800-995-4099 10 purdkase coples of these matertals
State-Approved Textbooks and Instructional Materials
The standards-aligned textbooks and Insiructional materlats adopted by the State Board of Education were recommended by teachers and other members of the Curricuium Commirslon.
These resources help youlntegrate this information whith your Insiruction by providing:

- Ongoing assessments io test your sludents throughout the year
- Activities for students at all tevels to address the needs of adranced sludents aswell as sludents requiring additional insiucion and practice


## Where can I find more information?

The approwed materlals and textbooks are usted on the web at: www.cde.ca.gov/cfir/math. Your distilct ollice and local Learning Resources Display Centers maj also hare a copy.

About Your School: The STAR Web site |htipe//starcde.cagoul

- Results for both the Norm Referenced Test and Californla Standards Test - Grade lerel and schoolwide dara
- Breakdowns by varlous caregorles
- Information aboul the STAA program

About Each Student: Reports with Individual Results


Your principal has STAR reports, such as Indlindual Siudent Reporis and Siudent Haster Usis In these reports you can find each sudent's:

- Norm Referenced Test results
- Californla Standands Test results - Californla Reading Lks Number

A comprehensive list of all STAR reports can be found at www.startestorg.
Questions or suggestions about this report or other SWA reports an be emailed to stare etsorg.

## Statistical Terms

## average percent correct

The sum of all the raw scores for valid tests, divided by the number of students with valid scores, multiplied by 100, and rounded to the nearest whole number. \{[( $\Sigma$ Raw scores/\# of Valid Scores)/Total Questions] *100, rounded to nearest whole number\}

## mean scaled score

The average of the valid scaled scores for the group of students.
[(Number Valid Scores / Number Tested)* 100, rounded to the nearest tenth]
(For the CSTs, the scaled score is a value from 150 to 600 with 350 as the lowest score for the proficient performance level. For the CAPA, the scaled score is a value from 15 to 60 with 35 as the lowest score for the proficient performance level.)

## National Percentile Rank (NPR)

The percentile rank is a number between 1 and 99 indicating the percent of students in a norm group that had the same or a lower score. Percentiles should not be averaged because they do not constitute an equal interval scale.

Note:
If a student received a score of 95 on a mathematics test and this score was greater than or equal to the scores of $88 \%$ of the students taking the test, then the student's percentile rank would be 88 . The student scored at the $88^{\text {th }}$ percentile.

## NCE

See Normal Curve Equivalent.

## Normal Curve Equivalent (NCE)

A transformation of a test score to a value on a scale from 1 to 99. NCEs are normalized scores with a mean of 50 and standard deviation of 21.06 , chosen so that NCE values equal percentile values at 1,50 , and 99 . NCEs have an equal interval scale, meaning that NCEs may be averaged for groups of scores.

Note:

- NCE is a way of measuring where a student's score falls along the normal curve.
- The numbers on the NCE line run from 1 to 99 , similar to percentile ranks, which indicate an individual student's rank, or how many students out of one hundred had a lower score.


## NPR

See National Percentile Rank.

## percent correct

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

## percentile rank

There are two statistics used for this purpose: the percentile rank which is a number between 1 and 99 indicating the percent of scores for students in a norm group falling at or below that score. The percentile is a point on a scale of scores at or below which a given percent of the scores fell.

## Examples:

If a student received a score of 95 on a mathematics test and this score was greater than or equal to the scores of $88 \%$ of the students taking the test, then the student's percentile rank would be 88 . The student's score would be at the $88^{\text {th }}$ percentile.
A student, who scores at the $42^{\text {nd }}$ percentile, is doing as well as, or better than, 42 percent of the students who took the same test.

## performance levels

Performance on the CST and CAPA is measured at one of five levels: advanced, proficient, basic, below basic, and far below basic, with proficient marking the state's target performance level for all students. Performance levels are derived from the scaled score for a student.

CST and CAPA performance levels are:

| ADV | $=$ Advanced |
| :--- | :--- |
| PRO | $=$ Proficient |
| B | $=$ Basic |
| BB | $=$ Below Basic |
| FBB | $=$ Far Below Basic |

## quartiles

Three quartiles $\left(25^{\text {th }}, 50^{\text {th }}\right.$, and $75^{\text {th }}$ percentiles) divide the scores into four quarters.
Percentile ranks (PRs) between 1 and 24 are in the first or lowest quarter, PRs between 25 and 49 in the second quarter, PRs between 50 and 74 in the third quarter, and PRs between 75 and 99 in the fourth or highest quarter. Quartiles are used for reporting the CAT/6 Survey results for groups of students as follow:

- Percent of students scoring above the $75^{\text {th }} \mathrm{NPR}$
- Percent of students scoring at or above the $50^{\text {th }}$ NPR
- Percent of students scoring above the $25^{\text {th }}$ national percentile (NPR)

The following example from a school report shows how to calculate the percent of students at the school that scored in each quarter of the distribution for the norm group.

| Percentiles | National Norm <br> Group | This School |
| :--- | :--- | :--- |
| $\%$ above 75 | 25 | 5 |
| $\%$ at or above 50 | 50 | 38 |
| $\%$ above 25 | 75 | 63 |


| Percent of Scores in Each <br> Quarter | National Norm <br> Group | This School |
| :--- | :--- | :--- |
| 4th Quarter (PRs of 76-99) | 25 | 5 |
| 3rd Quarter (PRs of 50-75) | 25 | $33(38-5)$ |
| 2nd Quarter (PRs of 25-49) | 25 | $25(63-38)$ |
| 1st Quarter (PRs of 1-24) | 25 | $37(100-63)$ |

## quintiles

Four quintiles $\left(20^{\text {th }}, 40^{\text {th }}, 60^{\text {th }}\right.$, and $80^{\text {th }}$ percentiles) divide the scores into five parts. Quintiles are used to group scores into five groups:

- Percentile ranks between 80 and 99 (highest fifth)
- Percentile ranks between 60 and 79
- Percentile ranks between 40 and 59
- Percentile ranks between 20 and 39
- Percentile ranks between 1 and 19 (lowest fifth)
raw score
Raw scores identify the number of questions answered correctly on a test or subtest. Raw scores do not take into account differences in the difficulties of different test forms. Therefore, raw scores should not be used to compare student performance on different administrations of the same exam.


## scaled score

A mathematical transformation of a raw score. Scaled scores take into account difficulty and other factors to reflect a more realistic value than a raw score or percent correct. A scaled score allows different test administrations to be compared directly.

Notes:

- CST scaled scores range from 150 to 600. The lowest scores for Basic and Proficient are always 300 and 350, respectively. Lowest scores for Below Basic and Advanced vary by content area and grade.
- CAPA scaled scores range from 15 to 60 . The lowest scores for Basic and Proficient are 30 and 35 respectively.
- CAT/6 Survey scaled scores are useful for reporting changes over time as the scores are "vertically scaled." CAT/6 Survey scaled scores range from 0 to 999 .
- Neither CAT/6 Survey nor CST scaled scores should be used to compare a student's score in different subjects.


## standard deviation (SD)

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

## stanine

Stanine or "standard nine" divides the distribution into nine parts.

| Stanine | Percentile Range |  |
| :---: | :---: | :---: |
| 1 | 1-4 | Below Average |
| 2 | 5-10 |  |
| 3 | 11-22 |  |
| 4 | 23-40 | Average |
| 5 | 41-59 |  |
| 6 | 60-77 |  |
| 7 | 78-89 | Above Average |
| 8 | 90-95 |  |
| 9 | 96-99 |  |

## Appendix A: STAR CST Reporting Clusters

The tables in this appendix present the reporting clusters and the number of items in each reporting cluster for the 2004 California Standards Tests (CSTs). In addition, the last two columns of each table, labeled "Minimum Proficient Statewide \% Correct" and "Minimum Advanced Statewide \% Correct" 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 (i.e., for Proficient, students statewide who obtained a scaled score of exactly 350 or the lowest reported scaled score above 350). 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 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.


| Grade | Reporting Cluster | No. of <br> Questions | Minimum <br> Proficient <br> Statewide <br> \% Correct | Minimum <br> Advanced <br> Statewide <br> \% Correct |
| :---: | :--- | :---: | :---: | :---: |
| $\mathbf{2}$ |  |  |  |  |
|  | Word Analysis and Vocabulary Development | 21 | 70 | 84 |
|  | Reading Comprehension | 15 | 68 | 86 |
|  | Literary Response and Analysis | 6 | 73 | 89 |
|  | Written Conventions | 14 | 75 | 90 |
|  | Writing Strategies | 8 | 65 | 82 |
| $\mathbf{3}$ |  |  |  |  |
|  | Word Analysis and Vocabulary Development | 20 | 80 | 95 |
|  | Reading Comprehension | 15 | 69 | 85 |
|  | Literary Response and Analysis | 13 | 81 | 93 |
|  | Written Conventions | 9 | 62 | 87 |
| $\mathbf{4}$ | Writing Strategies |  | 79 |  |
|  | Word Analysis and Vocabulary Development | 18 | 73 | 87 |
|  | Reading Comprehension | 15 | 64 | 82 |
|  | Literary Response and Analysis | 9 | 56 | 71 |
|  | Written Conventions | 18 | 65 | 79 |
|  | Writing Strategies | 15 | 59 | 76 |
|  | Writing Applications | $1(8$ points) | 46 | 51 |

## Appendix A: STAR CST Reporting Clusters

| California English-Language Arts Standards Tests: Number of Questions for 2004 Reporting STAR Clusters and the Average Percent Correct on Each Reporting Cluster for Students Who Scored at the Lowest Score for Proficient or Advanced on the Total Test |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Grade | Reporting Cluster | No. of Questions | Minimum Proficient Statewide \% Correct | Minimum Advanced Statewide \% Correct |
| 5 |  |  |  |  |
|  | Word Analysis and Vocabulary Development | 14 | 72 | 87 |
|  | Reading Comprehension | 16 | 60 | 76 |
|  | Literary Response and Analysis | 12 | 76 | 88 |
|  | Written Conventions | 17 | 68 | 81 |
|  | Writing Strategies | 16 | 60 | 77 |
| 6 |  |  |  |  |
|  | Word Analysis and Vocabulary Development | 13 | 74 | 85 |
|  | Reading Comprehension | 17 | 58 | 76 |
|  | Literary Response and Analysis | 12 | 62 | 80 |
|  | Written Conventions | 16 | 77 | 88 |
|  | Writing Strategies | 17 | 57 | 78 |
| 7 |  |  |  |  |
|  | Word Analysis and Vocabulary Development | 11 | 71 | 86 |
|  | Reading Comprehension | 18 | 70 | 85 |
|  | Literary Response and Analysis | 13 | 61 | 79 |
|  | Written Conventions | 16 | 68 | 85 |
|  | Writing Strategies | 17 | 61 | 80 |
|  | Writing Applications | 1 (8 points) | 55 | 63 |
| 8 |  |  |  |  |
|  | Word Analysis and Vocabulary Development | 9 | 69 | 80 |
|  | Reading Comprehension | 18 | 65 | 78 |
|  | Literary Response and Analysis | 15 | 67 | 82 |
|  | Written Conventions | 16 | 61 | 75 |
|  | Writing Strategies | 17 | 73 | 85 |

California English-Language Arts Standards Tests: Number of Questions for 2004 Reporting Scored at the Lowest Score for Proficient or Advanced on the Total Test

| Grade | Reporting Cluster | No. of <br> Questions | Minimum <br> Proficient <br> Statewide <br> \% Correct | Minimum <br> Advanced <br> Statewide <br> \% Correct |
| :---: | :--- | :---: | :---: | :---: |
| $\mathbf{9}$ |  |  |  |  |
|  | Word Analysis and Vocabulary Development | 8 | 74 | 88 |
|  | Reading Comprehension | 18 | 63 | 81 |
|  | Literary Response and Analysis | 16 | 57 | 77 |
|  | Written Conventions | 13 | 69 | 80 |
|  | Writing Strategies | 20 | 63 | 79 |
| $\mathbf{1 0}$ |  |  |  |  |
|  | Word Analysis and Vocabulary Development | 8 | 77 | 88 |
|  | Reading Comprehension | 18 | 71 | 87 |
|  | Literary Response and Analysis | 13 | 57 | 76 |
|  | Written Conventions | 20 | 72 | 82 |
|  | Writing Strategies |  |  | 82 |
| $\mathbf{1 1}$ |  | 8 | 78 | 86 |
|  | Word Analysis and Vocabulary Development | 19 | 73 | 84 |
|  | Reading Comprehension | 17 | 60 | 78 |
|  | Literary Response and Analysis | 9 | 74 | 88 |
|  | Written Conventions | 22 | 69 | 82 |
|  | Writing Strategies |  |  |  |


|  | California Mathematics Standards Tests: Number of Questions for 2004 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster for Students Who Scored at the Lowest Score for Proficient or Advanced on the Total Test |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Grade/Test | Reporting Cluster | No. of Questions | Minimum <br> Proficient Statewide <br> \% Correct | Minimum <br> Advanced Statewide <br> \% Correct |
| 2 |  |  |  |  |
|  | Place Value, Addition, and Subtraction | 14 | 68 | 85 |
|  | Multiplication, Division, and Fractions | 24 | 72 | 86 |
|  | Algebra and Functions | 6 | 77 | 92 |
|  | Measurement and Geometry | 14 | 81 | 91 |
|  | Statistics, Data Analysis, and Probability | 7 | 73 | 88 |
| 3 |  |  |  |  |
|  | Place Value, Fractions, and Decimals | 16 | 63 | 81 |
|  | Addition, Subtraction, Mult., \& Division | 16 | 68 | 88 |
|  | Algebra and Functions | 12 | 72 | 90 |
|  | Measurement and Geometry | 16 | 68 | 81 |
|  | Statistics, Data Analysis, and Probability | 5 | 72 | 87 |
| 4 |  |  |  |  |
|  | Decimals, Fractions, and Negative Numbers | 17 | 74 | 88 |
|  | Operations and Factoring | 14 | 70 | 90 |
|  | Algebra and Functions | 18 | 70 | 88 |
|  | Measurement and Geometry | 12 | 58 | 79 |
|  | Statistics, Data Analysis, and Probability | 4 | 74 | 83 |
| 5 |  |  |  |  |
|  | Estimation, Percents, and Factoring | 12 | 62 | 83 |
|  | Operations with Fractions and Decimals | 17 | 62 | 83 |
|  | Algebra and Functions | 17 | 67 | 86 |
|  | Measurement and Geometry | 15 | 57 | 79 |
|  | Statistics, Data Analysis, and Probability | 4 | 77 | 86 |
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STAR California Mathematics Standards Tests: Number of Questions for 2004 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster for Students Who Scored at the Lowest Score for Proficient or Advanced on the Total Test

| Grade/Test | Reporting Cluster | No. of Questions | Minimum <br> Proficient <br> Statewide \% Correct | Minimum <br> Advanced <br> Statewide <br> \% Correct |
| :---: | :---: | :---: | :---: | :---: |
| 6 |  |  |  |  |
|  | Ratios, Proportions, Percentages, Neg. Fractions | 15 | 59 | 84 |
|  | Operations and Problem Solving with Fractions | 10 | 69 | 89 |
|  | Algebra and Functions | 19 | 71 | 87 |
|  | Measurement and Geometry | 10 | 49 | 68 |
|  | Statistics, Data Analysis, and Probability | 11 | 53 | 75 |
| 7 |  |  |  |  |
|  | Rational Numbers | 14 | 59 | 84 |
|  | Exponents, Powers, and Roots | 8 | 56 | 83 |
|  | Quant. Relationships and Evaluating Expressions | 10 | 65 | 81 |
|  | Multistep Problems, Graphing, and Functions | 15 | 68 | 83 |
|  | Measurement and Geometry | 13 | 59 | 75 |
|  | Statistics, Data Analysis, and Probability | 5 | 78 | 89 |
| General Math |  |  |  |  |
|  | Rational Numbers | 14 | 64 | 87 |
|  | Exponents, Powers, and Roots | 10 | 59 | 85 |
|  | Quant. Relationships and Evaluating Expressions | 11 | 75 | 86 |
|  | Multistep Problems, Graphing, \& Functions | 10 | 63 | 82 |
|  | Measurement and Geometry | 11 | 53 | 70 |
|  | Statistics, Data Analysis, \& Probability | 9 | 64 | 79 |
| Algebra 1 |  |  |  |  |
|  | Number Prop., Operations, \& Linear Equations | 17 | 65 | 83 |
|  | Graphing and Systems of Linear Equations | 14 | 49 | 77 |
|  | Quadratics and Polynomials | 21 | 59 | 80 |
|  | Functions and Rational Expressions | 13 | 44 | 71 |

California Mathematics Standards Tests: Number of Questions for 2004 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster for Students Who Scored at the Lowest Score for Proficient or Advanced on the Total Test

| Grade/Test | Reporting Cluster | No. of Questions | Minimum <br> Proficient <br> Statewide <br> \% Correc | Minimum Advanced Statewide \% Correct |
| :---: | :---: | :---: | :---: | :---: |
| Geometry |  |  |  |  |
|  | Logic and Geometric Proofs | 22 | 61 | 81 |
|  | Volume and Area Formulas | 11 | 45 | 70 |
|  | Angle Relationships, Constructions, and Lines | 17 | 52 | 75 |
|  | Trigonometry | 15 | 58 | 78 |
| Algebra II |  |  |  |  |
|  | Polynomials and Rational Expressions | 19 | 72 | 89 |
|  | Quadratics, Conics, and Complex Numbers | 17 | 54 | 75 |
|  | Exponents and Logarithms | 15 | 65 | 84 |
|  | Series, Combinatorics, Probability \& Statistics | 13 | 58 | 75 |
| Summative High School Math |  |  |  |  |
|  | Algebra I | 18 | 79 | 93 |
|  | Geometry | 19 | 71 | 88 |
|  | Algebra II | 23 | 72 | 90 |
|  | Probability and Statistics | 5 | 54 | 80 |
| Integrated Math 1 |  |  |  |  |
|  | Number Prop., Operations, \& Linear Equations | 15 | 80 | * |
|  | Graphing | 9 | 71 | * |
|  | Quadratics and Polynomials | 14 | 59 | * |
|  | Functions and Rational Expressions | 7 | 35 | * |
|  | Geometry | 20 | 37 | * |

California Mathematics Standards Tests: Number of Questions for 2004 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster for Students Who Scored at the Lowest Score for Proficient or Advanced on the Total Test

| Grade/Test | Reporting Cluster | No. of Questions |  | Minimum Advanced Statewide \% Correct |
| :---: | :---: | :---: | :---: | :---: |
| Integrated Math 2 |  |  |  |  |
|  | Algebra I | 20 | 51 | 70 |
|  | Logic and Geometric Proofs | 21 | 51 | 71 |
|  | Angle Relationships, Constructions, and Lines | 9 | 44 | 58 |
|  | Trigonometry | 10 | 46 | 67 |
|  | Algebra II/ Probability and Statistics | 5 | 45 | 65 |
| Integrated Math 3 |  |  |  |  |
|  | Geometry | 5 | 67 | * |
|  | Polynomials and Rational Expressions | 19 | 57 | * |
|  | Quadratics, Conics, and Complex Numbers | 17 | 48 | * |
|  | Exponents and Logarithms | 15 | 58 | * |
|  | Series, Combinatorics, Probability \& Statistics | 8 | 62 | * |

*Preliminary data was insufficient to compute a Minimum Advanced Statewide \% Correct for this table for this reporting cluster. The diamond placement for individual students on the Student Report will be based on an estimated statewide \% correct.

|  | California Science Standards Tests: Number of Questions for 2004 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster for Students Who Scored at the Lowest Score for Proficient or Advanced on the Total Test |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Test | Reporting Cluster | No. of Questions | Minimum Proficient Statewide \% Correct | Minimum Advanced Statewide \% Correct |
| Biology |  |  |  |  |
|  | Investigation and Experimentation | 6 | 56 | 76 |
|  | Cell Biology | 9 | 56 | 74 |
|  | Genetics | 18 | 61 | 79 |
|  | Ecology and Evolution | 16 | 65 | 81 |
|  | Physiology | 11 | 75 | 87 |
| Chemistry |  |  |  |  |
|  | Investigation and Experimentation | 6 | 81 | 90 |
|  | Atomic and Molecular Structure | 8 | 67 | 83 |
|  | Chemical Bonds, Biochemistry | 9 | 69 | 87 |
|  | Kinetics, Thermodynamics | 14 | 58 | 80 |
|  | Chemical Reactions | 13 | 56 | 76 |
|  | Conservation of Matter and Stoichiometry | 10 | 61 | 81 |
| Earth Science |  |  |  |  |
|  | Investigation and Experimentation | 6 | 71 | 90 |
|  | Astronomy and Cosmology | 12 | 68 | 85 |
|  | Solid Earth | 14 | 64 | 78 |
|  | The Earth's Energy | 28 | 60 | 77 |
| Physics |  |  |  |  |
|  | Investigation and Experimentation | 6 | 70 | 88 |
|  | Motion and Forces | 12 | 72 | 86 |
|  | Conservation of Energy and Momentum | 12 | 67 | 83 |
|  | Heat and Thermodynamics | 9 | 71 | 85 |
|  | Waves | 10 | 61 | 74 |
|  | Electric and Magnetic Phenomena | 11 | 51 | 76 |

California Science Standards Tests: Number of Questions for 2004 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster for Students Who Scored at the Lowest Score for Proficient or Advanced on the Total Test

| Test | Reporting Cluster | No. of Questions | Minimum Proficient Statewide \% Correct | Minimum Advanced Statewide \% Correct |
| :---: | :---: | :---: | :---: | :---: |
| Integrated/ Coordinated 1 |  |  |  |  |
|  | Investigation and Experimentation | 6 | 74 | 92 |
|  | Biology/Life Sciences | 10 | 75 | 89 |
|  | Chemistry | 15 | 53 | 76 |
|  | Earth Sciences | 17 | 72 | 82 |
|  | Physics | 12 | 58 | 76 |
| Integrated/ Coordinated 2 |  |  |  |  |
|  | Investigation and Experimentation | 6 | 77 | 86 |
|  | Biology/Life Sciences | 15 | 64 | 85 |
|  | Chemistry | 6 | 62 | 84 |
|  | Earth Sciences | 15 | 74 | 78 |
|  | Physics | 18 | 50 | 74 |
| Integrated/ Coordinated 3 |  |  |  |  |
|  | Investigation and Experimentation | 6 | 58 | * |
|  | Biology/Life Sciences | 16 | 56 | * |
|  | Chemistry | 23 | 39 | * |
|  | Earth Sciences | 7 | 57 | * |
|  | Physics | 8 | 46 | * |
| Integrated/ Coordinated 4 |  |  |  |  |
|  | Investigation and Experimentation | 6 | 70 | * |
|  | Biology/Life Sciences | 13 | 79 | * |
|  | Chemistry | 10 | 52 | * |
|  | Earth Sciences | 15 | 72 | * |
|  | Physics | 16 | 49 | * |

*Preliminary data was insufficient to compute a Minimum Advanced Statewide \% Correct for this table for this reporting cluster. The diamond placement for individual students on the Student Report will be based on an estimated statewide \% correct.

|  | California History Social-Science Standards Tests: Number of Questions for 2004 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster for Students Who Scored at the Lowest Score for Proficient or Advanced on the Total Test |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Grade/Test | Reporting Cluster | No. of Questions | Minimum <br> Proficien Statewide \%Correct | Minimum Statewide \%Correct |
| 8 |  |  |  |  |
|  | World History and Geography: Ancient Civilizations | 16 | 53 | 68 |
|  | Late Antiquity and the Middle Ages | 14 | 62 | 80 |
|  | Renaissance/Reformation | 10 | 57 | 72 |
|  | U.S. Constitution and the Early Republic | 22 | 61 | 77 |
|  | Civil War and Its Aftermath | 13 | 59 | 76 |
|  |  |  |  |  |
|  | Development of Modern Political Thought | 13 | 63 | 78 |
|  | Industrial Expansion and Imperialism | 10 | 65 | 80 |
|  | Causes and Effects of the First World War | 14 | 58 | 76 |
|  | Causes and Effects of the Second World War | 13 | 64 | 76 |
|  | International Developments in the Post-World War II Era | 10 | 58 | 74 |
| 11 <br> (U.S. History) |  |  |  |  |
|  | Foundations of American Political and Social Thought | 10 | 58 | 76 |
|  | Industrialization and the U.S. Role as a World Power | 13 | 61 | 77 |
|  | United States between the World Wars | 12 | 57 | 71 |
|  | World War II and Foreign Affairs | 12 | 55 | 74 |
|  | Post-World War II Domestic Issues | 13 | 60 | 77 |

## Appendix B: STAR CST Scaled Score Ranges

California Standards Tests Performance Level Scaled Score Ranges

| English-Language Arts |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Far Below <br> Basic | Below <br> Basic | Basic | Proficient | Advanced |  |
| $\mathbf{2}$ | $150-261$ | $262-299$ | $300-349$ | $350-401$ | $402-600$ |  |
| $\mathbf{3}$ | $150-258$ | $259-299$ | $300-349$ | $350-401$ | $402-600$ |  |
| $\mathbf{4}$ | $150-268$ | $269-299$ | $300-349$ | $350-392$ | $393-600$ |  |
| $\mathbf{5}$ | $150-270$ | $271-299$ | $300-349$ | $350-394$ | $395-600$ |  |
| $\mathbf{6}$ | $150-267$ | $268-299$ | $300-349$ | $350-393$ | $394-600$ |  |
| $\mathbf{7}$ | $150-262$ | $263-299$ | $300-349$ | $350-400$ | $401-600$ |  |
| $\mathbf{8}$ | $150-265$ | $266-299$ | $300-349$ | $350-394$ | $395-600$ |  |
| $\mathbf{9}$ | $150-264$ | $265-299$ | $300-349$ | $350-396$ | $397-600$ |  |
| $\mathbf{1 0}$ | $150-262$ | $263-299$ | $300-349$ | $350-391$ | $392-600$ |  |
| $\mathbf{1 1}$ | $150-258$ | $259-299$ | $300-349$ | $350-395$ | $396-600$ |  |

## California Standards Tests

 Performance Level Scaled Score Ranges|  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Far Below <br> Basic | Below <br> Basic | Basic | Proficient | Advanced |  |
| $\mathbf{2}$ | $150-235$ | $236-299$ | $300-349$ | $350-413$ | $414-600$ |  |
| $\mathbf{3}$ | $150-235$ | $236-299$ | $300-349$ | $350-413$ | $414-600$ |  |
| $\mathbf{4}$ | $150-244$ | $245-299$ | $300-349$ | $350-400$ | $401-600$ |  |
| $\mathbf{5}$ | $150-247$ | $248-299$ | $300-349$ | $350-429$ | $430-600$ |  |
| $\mathbf{6}$ | $150-252$ | $253-299$ | $300-349$ | $350-414$ | $415-600$ |  |
| $\mathbf{7}$ | $150-256$ | $257-299$ | $300-349$ | $350-413$ | $414-600$ |  |
| General <br> Mathematics* | $150-256$ | $257-299$ | $300-349$ | $350-413$ | $414-600$ |  |
| Algebra I | $150-252$ | $253-299$ | $300-349$ | $350-427$ | $428-600$ |  |
| Geometry | $150-246$ | $247-299$ | $300-349$ | $350-417$ | $418-600$ |  |
| Algebra II | $150-256$ | $257-299$ | $300-349$ | $350-415$ | $416-600$ |  |
| Summative <br> High School <br> Mathematics | $150-234$ | $235-299$ | $300-349$ | $350-419$ | $420-600$ |  |
| Integrated <br> Mathematics <br> $\mathbf{1}$ | $150-248$ | $249-299$ | $300-349$ | $350-424$ | $425-600$ |  |
| Integrated <br> Mathematics <br> $\mathbf{2}$ | $150-257$ | $258-299$ | $300-349$ | $350-417$ | $418-600$ |  |
| Integrated <br> Mathematics <br> $\mathbf{3}$ | $150-251$ | $252-299$ | $300-349$ | $350-427$ | $428-600$ |  |

* The General Mathematics Standards Test assesses grade-8 and -9 students' knowledge of California's Grade-6 and -7 Mathematics Academic Content Standards. Students who are not yet in algebra I or who are taking the first-year of a two-year algebra I course take this test.

California Standards Tests
Performance Level Scaled Score Ranges

| History-Social Science |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Far Below <br> Basic | Below <br> Basic | Basic | Proficient | Advanced |  |
| 8 <br> Grade 6-8 <br> Standards | $150-270$ | $271-299$ | $300-349$ | $350-395$ | $396-600$ |  |
| 10 <br> World <br> History | $150-274$ | $275-299$ | $300-349$ | $350-399$ | $400-600$ |  |
| 11 <br> United <br> States <br> History | $150-269$ | $270-299$ | $300-349$ | $350-400$ | $401-600$ |  |


| Science |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Course | Far Below <br> Basic | Below <br> Basic | Basic | Proficient | Advanced |
| Grade 5 Science | $150-267$ | $268-299$ | $300-349$ | $350-409$ | $410-600$ |
| Earth Science | $150-276$ | $277-299$ | $300-349$ | $350-392$ | $393-600$ |
| Biology | $150-275$ | $276-299$ | $300-349$ | $350-393$ | $394-600$ |
| Chemistry | $150-275$ | $276-299$ | $300-349$ | $350-393$ | $394-600$ |
| Physics | $150-275$ | $276-299$ | $300-349$ | $350-392$ | $393-600$ |
| Integrated/Coordinated <br> Science 1 | $150-276$ | $277-299$ | $300-349$ | $350-389$ | $390-600$ |
| Integrated/Coordinated <br> Science 2 | $150-277$ | $278-299$ | $300-349$ | $350-390$ | $391-600$ |
| Integrated/Coordinated <br> Science 3 | $150-275$ | $276-299$ | $300-349$ | $350-390$ | $391-600$ |
| Integrated/Coordinated <br> Science 4 | $150-275$ | $276-299$ | $300-349$ | $350-396$ | $397-600$ |

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

## Scaled Score Conditional Standard Error of Measurement (CSEM) for the 2004 California Standards Tests

| Subject | Test Name | Below Basic |  | Basic |  | Proficient |  | Advanced |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Min SS | CSEM | Min SS | CSEM | Min SS | CSEM | Min SS | CSEM |
| EnglishLanguage Arts | 2 | 262 | 14 | 300 | 13 | 350 | 14 | 402 | 18 |
|  | 3 | 259 | 15 | 300 | 14 | 350 | 16 | 402 | 20 |
|  | 4* | 269 | 13 | 300 | 12 | 350 | 12 | 393 | 14 |
|  | 5 | 271 | 14 | 300 | 13 | 350 | 13 | 395 | 14 |
|  | 6 | 268 | 13 | 300 | 13 | 350 | 13 | 394 | 15 |
|  | 7* | 263 | 14 | 300 | 13 | 350 | 14 | 401 | 16 |
|  | 8 | 266 | 15 | 300 | 14 | 350 | 14 | 395 | 17 |
|  | 9 | 265 | 15 | 300 | 13 | 350 | 14 | 397 | 17 |
|  | 10 | 263 | 13 | 300 | 13 | 350 | 13 | 392 | 16 |
|  | 11 | 259 | 15 | 300 | 15 | 350 | 15 | 396 | 18 |
|  | * Including writing prompt |  |  |  |  |  |  |  |  |
| History | 8 | 271 | 16 | 300 | 15 | 350 | 15 | 396 | 18 |
|  | 10 | 275 | 17 | 300 | 18 | 350 | 17 | 400 | 20 |
|  | 11 | 270 | 19 | 300 | 18 | 350 | 17 | 401 | 20 |
| Mathematics | 2 | 236 | 17 | 300 | 17 | 350 | 20 | 414 | 26 |
|  | 3 | 236 | 17 | 300 | 17 | 350 | 18 | 414 | 24 |
|  | 4 | 245 | 15 | 300 | 14 | 350 | 15 | 401 | 20 |
|  | 5 | 248 | 20 | 300 | 19 | 350 | 19 | 430 | 23 |
|  | 6 | 253 | 17 | 300 | 15 | 350 | 16 | 415 | 20 |
|  | 7 | 257 | 17 | 300 | 16 | 350 | 16 | 414 | 20 |
|  | General Mathematics | 257 | 17 | 300 | 16 | 350 | 17 | 414 | 20 |
|  | Algebra 1 | 253 | 20 | 300 | 18 | 350 | 18 | 428 | 21 |
|  | Geometry | 247 | 19 | 300 | 16 | 350 | 16 | 418 | 19 |
|  | Algebra II | 257 | 18 | 300 | 17 | 350 | 17 | 416 | 22 |
|  | High School Mathematics | 235 | 17 | 300 | 17 | 350 | 19 | 420 | 26 |
|  | Integrated Mathematics 1 | 249 | 22 | 300 | 19 | 350 | 19 | 425 | 22 |
|  | Integrated Mathematics 2 | 258 | 22 | 300 | 19 | 350 | 17 | 418 | 18 |
|  | Integrated Mathematics 3 | 252 | 22 | 300 | 20 | 350 | 19 | 428 | 24 |
|  |  |  |  |  |  |  |  |  |  |

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

| Science | 5 | 268 | 17 | 300 | 16 | 350 | 16 | 410 | 19 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Biology | 276 | 15 | 300 | 14 | 350 | 13 | 394 | 16 |
|  | Chemistry | 276 | 14 | 300 | 13 | 350 | 14 | 394 | 17 |
|  | Earth Science | 276 | 14 | 300 | 14 | 350 | 14 | 394 | 17 |
|  | Physics | 276 | 14 | 300 | 13 | 350 | 14 | 393 | 16 |

Note: CSEMs for Integrated/Coordinated Science 1, 2, 3, and 4 will be provided in an addendum for this guide.

## Appendix D: CAPA Scaled Score Ranges

English-Language Arts

| Level | Performance Level Scaled Score Ranges |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Far Below Basic | Below Basic | Basic | Proficient | Advanced |
| I | $15-25$ | $26-29$ | $30-34$ | $35-45$ | $46-60$ |
| II | $15-23$ | $24-29$ | $30-34$ | $35-40$ | $41-60$ |
| III | $15-22$ | $23-29$ | $30-34$ | $35-40$ | $41-60$ |
| IV | $15-24$ | $25-29$ | $30-34$ | $35-40$ | $41-60$ |
| V | $15-24$ | $25-29$ | $30-34$ | $35-41$ | $42-60$ |

## Mathematics

| LeveI | Performance Level Scaled Score Ranges |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Far Below Basic | Below Basic | Basic | Proficient | Advanced |
| I | $15-20$ | $21-29$ | $30-34$ | $35-42$ | $43-60$ |
| II | $15-25$ | $26-29$ | $30-34$ | $35-40$ | $41-60$ |
| III | $15-24$ | $25-29$ | $30-34$ | $35-42$ | $43-60$ |
| IV | $15-25$ | $26-29$ | $30-34$ | $35-40$ | $41-60$ |
| V | $15-26$ | $27-29$ | $30-34$ | $35-40$ | $41-60$ |

## Appendix E: Normal Curve Equivalent (NCE) Ranges Corresponding to Percentile Ranks

NCE Ranges Corresponding to Percentile Ranks

| Percentile |  |  | Percentile |  |  | Percentile |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| NCE Range | Rank | NCE Range | Rank | NCE Range | Rank | NCE Range | Rank |
| $0.1-4.2$ | 1 | $36.2-36.7$ | 26 | $50.3-50.7$ | 51 | $64.6-65.2$ | 76 |
| $4.3-8.7$ | 2 | $36.8-37.4$ | 27 | $50.8-51.3$ | 52 | $65.3-65.9$ | 77 |
| $8.8-11.8$ | 3 | $37.5-38.0$ | 28 | $51.4-51.8$ | 53 | $66.0-66.6$ | 78 |
| $11.9-14.2$ | 4 | $38.1-38.6$ | 29 | $51.9-52.3$ | 54 | $66.7-67.3$ | 79 |
| $14.3-16.3$ | 5 | $38.7-39.2$ | 30 | $52.4-52.9$ | 55 | $67.4-68.1$ | 80 |
| $16.4-18.1$ | 6 | $39.3-39.8$ | 31 | $53.0-53.4$ | 56 | $68.2-68.8$ | 81 |
| $18.2-19.6$ | 7 | $39.9-40.4$ | 32 | $53.5-53.9$ | 57 | $68.9-69.6$ | 82 |
| $19.7-21.0$ | 8 | $40.5-41.0$ | 33 | $54.0-54.5$ | 58 | $69.7-70.5$ | 83 |
| $21.1-22.3$ | 9 | $41.1-41.5$ | 34 | $54.6-55.0$ | 59 | $70.6-71.3$ | 84 |
| $22.4-23.5$ | 10 | $41.6-42.1$ | 35 | $55.1-55.6$ | 60 | $71.4-72.2$ | 85 |
| $23.6-24.7$ | 11 | $42.2-42.7$ | 36 | $55.7-56.1$ | 61 | $72.3-73.2$ | 86 |
| $24.8-25.7$ | 12 | $42.8-43.2$ | 37 | $56.2-56.7$ | 62 | $73.3-74.2$ | 87 |
| $25.8-26.7$ | 13 | $43.3-43.8$ | 38 | $56.8-57.2$ | 63 | $74.3-75.2$ | 88 |
| $26.8-27.7$ | 14 | $43.9-44.3$ | 39 | $57.3-57.8$ | 64 | $75.3-76.4$ | 89 |
| $27.8-28.6$ | 15 | $44.4-44.9$ | 40 | $57.9-58.4$ | 65 | $76.5-77.6$ | 90 |
| $28.7-29.4$ | 16 | $45.0-45.4$ | 41 | $58.5-58.9$ | 66 | $77.7-78.9$ | 91 |
| $29.5-30.3$ | 17 | $45.5-46.0$ | 42 | $59.0-59.5$ | 67 | $79.0-80.3$ | 92 |
| $30.4-31.1$ | 18 | $46.1-46.5$ | 43 | $59.6-60.1$ | 68 | $80.4-81.8$ | 93 |
| $31.2-31.8$ | 19 | $46.6-47.0$ | 44 | $60.2-60.7$ | 69 | $81.9-83.6$ | 94 |
| $31.9-32.6$ | 20 | $47.1-47.6$ | 45 | $60.8-61.3$ | 70 | $83.7-85.7$ | 95 |
| $32.7-33.3$ | 21 | $47.7-48.1$ | 46 | $61.4-61.9$ | 71 | $85.8-88.1$ | 96 |
| $33.4-34.0$ | 22 | $48.2-48.6$ | 47 | $62.0-62.5$ | 72 | $88.2-91.2$ | 97 |
| $34.1-34.7$ | 23 | $48.7-49.2$ | 48 | $62.6-63.2$ | 73 | $91.3-95.7$ | 98 |
| $34.8-35.4$ | 24 | $49.3-49.7$ | 49 | $63.3-63.8$ | 74 | $95.8-99.9$ | 99 |
| $35.5-36.1$ | 25 | $49.8-50.2$ | 50 | $63.9-64.5$ | 75 |  |  |

## Appendix F: California Reading List

## Using the California Reading List Web Site

Individual reports show a number from 1 to $13+$ that indicates a reading list for the student. The California Reading List (CRL) number is based on the student's CAT/6 Survey reading score. CRL numbers are limited by the difficulty level of the test, as well as by the student's score on the test. CRL numbers are not a reading grade level. To look up a CRL for a student:

1. Go to the STAR home page: http://star.cde.ca.gov
2. Click on the first entry, California Reading List.
3. Read the introductory information about the California Reading List.
4. Click on the link "Search for a reading list."

The California Reading List Search page opens.

5. At Grade Level, click the down arrow and select the student's grade.
6. At Reading List \#, click the down arrow and select the CRL number from the student's STAR Student Report.
7. Enter a Keyword to limit the search to certain titles or authors or skip the Keyword field.
8. Click Find it:

The California Reading List Search Results page displays the search results.
Note: "NP" is printed in the Reading List \# column for books that include nonstandard prose. These are books of poems, plays and songs, or books with incorrect or no punctuation.

## California Department of Education > Reading List Web Site <br> California Reading List Search Results

Search for: Grade Level: Upper Elementary (3-5); Reading List Number: 5; Keywords: frog.

| Titles matching: 3 <br> Search aqain? |  |  |  |
| :---: | :---: | :---: | :---: |
| Title | Author | Reading List \# | Grade Level |
| 11) Tuesday | Wiesner, David | NP | Upper Elementary (3-5); <br> Primary (K-2) |
| Great Frog Race and Other Poems, The | George, Kristine O'Connell | NP | Primary ( $K-2$ ); Upper Elementary (3-5); Middle School (6-8) |
| [1] Advice for a Frog | Schertle, Alice | NP | Upper Elementary (3-5) |

9. For more information about a specific book, click the or the title of the book.
The Book Summary page opens.
Califomia Department of Education $>$ Reading List web site
Book Suminary
Author: Schertle, Alice
Title: Advice for a Frog
Grade Level: Upper Elementary (3-5)
Summary: This selection depicts 14 exotic and/or endangered
animals through poetry and larger-than-life paintings.
Finely crafted verse features word play matched by the
imaginative illustrations on double-page layouts. Included
are pleas for environmental awareness and comments
about each animal's status as of 1995. California author
ariu illustratur.

This page includes the following additional information about the book:

- Availability: In the sample above, the book is available both at libraries and for purchase at bookstores. Books that are marked Library, but not Purchase, are books that may be out of print and are generally not available at bookstores.
- Summary: A brief summary of the book
- Type of Book: The type of reading material, such as non-fiction, fiction, fantasy, or poetry. A school subject will also appear for books that relate directly to subjects, such as history, science, or Englishlanguage arts/writing.


[^0]:    ${ }^{1}$ 1999, American Educational Research Association, American Psychological Association, and National Council on Measurement in Education

[^1]:    Legend
    ${ }^{1}$ Performance levels are: Advanced, proficient, basic, below basic, far below basic.
    ${ }^{2}$ CAT/6 Survey subjects tested are: Reading and language (all grades), spelling (grades $2-8$ ), mathematics (all grades), science (grades 9-11).
    ${ }^{3}$ CST subjects tested are: English-language arts (all grades), mathematics (grades 2-7), science (grade 5), historysocial science (grades 8, 10, and 11), mathematics end-of-course (grades 8-11), science end-of-course (grades 9-11).
    ${ }^{4}$ CAPA subjects assessed are: English-language arts and mathematics

[^2]:    A comprehensive list of all STAR reports can be found at www.startestorg.

