Explaining 2009 STAR Program Student Reports to Parents and Guardians

Resources for Use by School District and School Staff

- Sample Letters
- Sample Reports
- Guides to Reports
- Internet Resources

June 2009
# Table of Contents

Purpose of This Packet ........................................................................................................ 4

Overview of Key Program Components .......................................................................... 5

Understanding Which Student Report(s) Parents and Guardians Receive ..................... 7

Sample Letters for Parents and Guardians

- California Standards Tests – Grades Two Through Eight ............................................ 9
- California Standards Tests – Grades Nine Through Eleven ........................................... 11
- California Modified Assessment – Grades Three Through Seven ............................... 13
- California Modified Assessment and California Standards Tests –
  Grades Three Through Eight ......................................................................................... 15
- California Alternate Performance Assessment –
  Grades Two Through Eleven ....................................................................................... 17
- Standards-based Tests in Spanish – Grades Two Through Eleven ......................... 19

Sample STAR Student Reports with Parent/Guardian Guides

- STAR Student Reports for the California Standards Tests
  - Grade Four ................................................................................................................ 22
  - Grade Five ................................................................................................................ 24
  - Grade Seven .............................................................................................................. 26
  - Grade Eight .............................................................................................................. 28
  - Grade Ten ................................................................................................................ 30
  - Grade Eleven ............................................................................................................ 32
- The Guide to Your STAR Student Report: California Standards Tests ................. 34
Table of Contents

STAR Student Reports for the California Modified Assessment
   Grade Four ............................................................................................ 36
   Grade Five ............................................................................................. 38
   Grade Eight ........................................................................................... 40

The Guide to Your STAR Student Report:
   California Modified Assessment ....................................................... 42

STAR Student Report for the California Alternate Performance Assessment
   Level III ................................................................................................. 44

The Guide to Your STAR Student Report:
   California Alternate Performance Assessment ................................. 46

STAR Student Reports for the Standards-based Tests in Spanish
   Grade Four – Spanish Version ............................................................ 48
   Grade Seven – Spanish Version .......................................................... 50
   Grade Eleven – Spanish Version ......................................................... 52

The Guide to Your STAR Student Report:
   Standards-based Tests in Spanish
      English Version .................................................................................. 54
      Spanish Version ................................................................................ 56

Appendixes
   Appendix A: Glossary of Terms and Acronyms ............................... 59
   Appendix B: Resources Available on the Internet ............................. 65
Educating students is a team effort. Parents, guardians, students, and schools benefit when the responsibility for learning is shared by the stakeholders. To fully participate as a part of this team, parents and guardians need to know and understand the role the Standardized Testing and Reporting (STAR) Program plays in ensuring that all students achieve California’s content standards.

The purpose of Explaining 2009 STAR Program Student Reports to Parents and Guardians: Resources for Use by School District and School Staff is to provide material for use by school district and school administrators as they work with staff and parent leaders to prepare special mailings and other notifications about STAR Program test results to parents and guardians.

Included in this packet are an overview of key components of the STAR Program, a chart showing the STAR Student Reports that parents and guardians may receive, sample letters for parents and guardians, and sample STAR Student Reports and guides. The appendixes provide a glossary of terms and acronyms related to the STAR Program and a listing of resources that are available on the Internet. This packet is designed for use with Interpreting 2009 STAR Program Test Results: Information for School District and School Staff. This companion document provides information about results of the STAR Program tests to help local administrators work with teachers and support staff to prepare them for their roles as key communicators. Both packets are posted on the California Department of Education STAR Program Resources Web page at http://www.cde.ca.gov/ta/tg/sr/resources.asp. Spanish versions for many of the materials will be posted on the same Web page when they become available.
Overview of Key Program Components

The Standardized Testing and Reporting (STAR) Program is designed to help measure how well students are achieving California’s content standards and to provide information about how well schools and school districts are meeting state and federal accountability requirements. All students in grades two through eleven should participate in the STAR Program each spring, including students with disabilities and students who are English learners.

The STAR Program for 2009 has four components:

- The **California Standards Tests (CSTs)** measure students’ achievement of California’s content standards for English–language arts, mathematics, history–social science, and science. These tests are for students in grades two through eleven.

- The **California Modified Assessment (CMA)** measures students’ achievement of California’s content standards for English–language arts, mathematics, and science. This alternate assessment, based on modified achievement standards, is for students with disabilities who have an individualized education program (IEP) and who meet CMA eligibility criteria approved by the State Board of Education. These tests are for students in grades three through eight in 2009.

- The **California Alternate Performance Assessment (CAPA)** measures students’ achievement of California’s content standards for English–language arts, mathematics, and science. This alternate assessment is for students in grades two through eleven who have significant cognitive disabilities and who cannot take the CSTs or CMA with accommodations or the CSTs with modifications.

- The **Standards-based Tests in Spanish (STS)**, given in Spanish, measure students’ achievement of California’s content standards for reading/language arts and mathematics. This assessment is for students in grades two through eleven who are Spanish-speaking English learners and who meet the STS eligibility criteria.
Individual student results for all test components of the STAR Program will arrive in most school districts by August 2009. Within 20 business days after the STAR Student Reports have been received, the school district must distribute them to parents and guardians. A chart showing the 2009 STAR Student Reports, received by parents and guardians, is provided on page 8.

Group results for schools, school districts, counties, and the state are posted in August 2009 on the California Department of Education STAR Results Web site at http://star.cde.ca.gov/. For students’ privacy, individual student results and results for groups of students or schools with ten or fewer scores are not posted.
Understanding Which Student Report(s) Parents and Guardians Receive

The chart on the next page shows four different Standardized Testing and Reporting (STAR) Program Student Reports (grades two through eleven), which are provided for parents and guardians in accordance with the following guidelines:

- **Report 1: California Standards Tests (CSTs)**
  This report provides results for students who took the CSTs and the Early Assessment Program (EAP) in grade eleven, including students with disabilities and students who are English learners.

- **Report 2: California Modified Assessment (CMA)**
  This report provides results for students who took the CMA. The CMA is taken by students with disabilities and an individualized education program (IEP) who meet the eligibility criteria approved by the State Board of Education.

- **Report 3: California Alternate Performance Assessment (CAPA)**
  This report provides results for students who took the CAPA. The CAPA is taken by students with significant cognitive disabilities who cannot take the CSTs or CMA with accommodations or the CSTs with modifications.

  This report provides results for students who are Spanish-speaking English learners and who took the STS in addition to the STAR Program tests given in English. The STS is the designated primary language test for the STAR Program. **Report 4** may be provided in addition to **Report 1**, which is the STAR Student Report for the CSTs, or **Report 2**, which is the STAR Student Report for the CMA.
# 2009 STAR Student Reports

Each report provides results in the subjects shown on the chart or indicates that the student did not take a test in one or more subjects. Questions about the subjects tested or not tested on the STAR Program tests should be directed to the student’s teacher(s).

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<thead>
<tr>
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</tbody>
</table>

* Students in grade eleven may take the English EAP test and/or the mathematics EAP test. These voluntary tests assess the readiness of eleventh graders to take entry-level courses in these subjects at a California State University campus.

† For the CST for English–Language Arts, students in grades four and seven also complete a writing task. The score for the writing task is combined with results of the multiple-choice questions to produce the overall score for English–language arts.

‡ For the CMA for English–Language Arts, students in grades four and seven also complete a writing task. The score for the writing task is combined with results of multiple-choice questions to produce the overall score for English–language arts.

§ Students who take the CMA in grades five and eight also may take the CMA for Science.

** Students who take the CAPA in grades five, eight, and ten also are assessed in science.

**Note:** Complete names for STAR Program tests:

- CSTs – California Standards Tests; EAP – Early Assessment Program; CMA – California Modified Assessment;
- CAPA – California Alternate Performance Assessment; STS – Standards-based Tests in Spanish
Sample Letter for Parents and Guardians
California Standards Tests — Grades Two Through Eight

NOTE: Before this letter is distributed, be sure to insert the information required as indicated in brackets and in bold.

Dear Parent or Guardian:

Enclosed is the STAR Student Report that provides your child's 2009 test results for the California Standards Tests (CSTs). These tests are an important part of the California Standardized Testing and Reporting (STAR) Program. The purpose of the CSTs is to determine how well students are achieving California's content standards.

The CSTs were given in the following grades and subjects:

- Grades two, three, four, six, and seven
  - English–language arts
  - Mathematics

- Grade five
  - English–language arts
  - Mathematics
  - Science

- Grade eight
  - English–language arts
  - Mathematics
  - History–social science
  - Science

Students answered the multiple-choice questions on the CSTs by selecting one of four options as the correct answer. As a part of the CST for English–Language Arts, students in grades four and seven also were required to write a response to a writing task. Scores on the multiple-choice questions and the writing task were combined to determine the overall score for the CST for English–Language Arts.

The STAR Student Report for the CSTs provides overall scale scores, performance levels, and content area results for each subject tested on a
CST. Scale scores are based on the percentage of questions answered correctly and determine the student's level of performance for each subject tested. There are five performance levels: advanced, proficient, basic, below basic, and far below basic. The state target is for all students to perform at the proficient or advanced level on the CSTs. You are encouraged to schedule a meeting with your child's teacher(s) or counselor if your child's performance does not meet the state target in one or more subjects tested.

It is important to keep in mind that the STAR Student Report for the CSTs is only one source of information about the progress your child is making in school. Classroom work, grades, and other test results also should be reviewed for a more complete picture of your child’s academic progress.

If you have any questions, please contact the school at [insert contact information] or talk with your child’s teacher(s). You also are invited to attend a STAR Program information meeting being held on [insert date] at [insert time] in [insert location]. We look forward to talking with you about your child’s educational achievements.

Sincerely,
Sample Letter for Parents and Guardians  
California Standards Tests — Grades Nine Through Eleven

**NOTE:** Before this letter is distributed, be sure to insert the information required as indicated in brackets and in bold.

Dear Parent or Guardian:

Enclosed is the STAR Student Report that provides your child’s 2009 test results for the California Standards Tests (CSTs). These tests are an important part of the California Standardized Testing and Reporting (STAR) Program. The purpose of the CSTs is to determine how well students are achieving California’s content standards.

The CSTs were given in the following grades and subjects:

- Grades nine, ten, and eleven
  - English–language arts
  - Mathematics
  - History–social science*
  - Science

Students answered the multiple-choice questions on the CSTs by selecting one of four options as the correct answer.

The STAR Student Report for the CSTs provides overall scale scores, performance levels, and content area results for each subject tested by a CST. Scale scores are based on the percentage of questions answered correctly and determine the student’s level of performance for each subject tested. There are five performance levels: advanced, proficient, basic, below basic, and far below basic. The state target is for all students to perform at the proficient or advanced level on the CSTs. You are encouraged to schedule a meeting with your child’s teacher(s) or counselor if your child’s performance does not meet the state target in one or more subjects tested.

* History–social science may or may not apply at grades nine and ten. The CST for World History is an end-of-course test, while the CST for United States History is required in grade eleven.
Most students in grade ten took two science tests last spring. The first science test covered selected content standards for middle school life science and high school biology. This test meets federal requirements for the No Child Left Behind Act of 2001. The second science test was an end-of-course test for the particular science course in which students are enrolled. Results for both science tests are included in the STAR Student Report for the CSTs.

If your child is in grade eleven, he or she may have taken the English Early Assessment Program (EAP) test and/or the mathematics EAP test. These tests assess the readiness of eleventh graders to take entry-level courses at a California State University campus in these core subjects. The EAP results are intended to give students information about additional skills they may need to develop during their senior year of high school so that they will be ready to enroll in baccalaureate courses when they enter college. Results for students who take one or both of the EAP tests are provided on the back of the STAR Student Report for the CST for grade eleven.

It is important to keep in mind that the STAR Student Report for the CSTs is only one source of information about the progress your child is making in school. Classroom work, grades, and other test results also should be reviewed for a more complete picture of your child’s academic progress.

If you have any questions about your child’s report(s), please contact the school at [insert contact information] or talk with your child’s teacher(s) or counselor. You also are invited to attend a STAR Program information meeting being held on [insert date] at [insert time] in [insert location]. We look forward to talking with you about your child’s educational achievements.

Sincerely,
Sample Letter for Parents and Guardians

California Modified Assessment — Grades Three Through Seven

**NOTE:** This letter is to be used for the parents and guardians of students in grades three through seven who take only the CMA. Before this letter is distributed, be sure to insert the information required as indicated in brackets and in bold.

Dear Parent or Guardian:

Enclosed is the STAR Student Report that provides your child’s 2009 test results for the California Modified Assessment (CMA). This test is an important part of the California Standardized Testing and Reporting (STAR) Program.

The purpose of the CMA is to determine how well students are achieving California’s content standards for English–language arts, mathematics, and science. It is for students with an individualized education program (IEP) who cannot achieve grade level proficiency on the CSTs with or without accommodations and who meet eligibility criteria adopted by the State Board of Education.

The CMA was given in the following grades and subjects:

- Grades three and four
  - English–language arts
  - Mathematics

- Grade five
  - English–language arts
  - Mathematics
  - Science

- Grades six and seven
  - English–language arts
  - Mathematics

Students answered the multiple-choice questions on the CMA by selecting one of three options as the correct answer. The STAR Student Report for the CMA provides scale scores and performance levels for English–language arts and mathematics in grades three through five and for science in grade five. The STAR Student Report shows percent correct scores for English–
language arts and mathematics in grades six and seven.

As a part of the CMA for English–Language Arts, students in grades four and seven were required to write a response to a writing task. Scores on the multiple-choice questions and the writing task were combined to determine the overall score for the CMA for English–Language Arts.

It is important to keep in mind that the STAR Student Report for the CMA is only one source of information about the progress your child is making in school. Classroom work, grades, and other test results also should be reviewed for a more complete picture of your child’s academic progress.

If you have any questions about the CMA or your child’s report, please contact the school at [insert contact information] or talk with your child’s teacher(s). You also are invited to attend a STAR Program information meeting being held on [insert date] at [insert time] in [insert location]. We look forward to talking with you about your child’s educational achievements.

Sincerely,
Sample Letter for Parents and Guardians
California Modified Assessment and California Standards Tests — Grades Three Through Eight

NOTE: This letter is to be used for the parents and guardians of students who take both the CMA and CSTs. Before this letter is distributed, be sure to insert the information required as indicated in brackets and in bold.

Dear Parent or Guardian:

Enclosed are the STAR Student Reports that provide your child’s 2009 test results for the California Modified Assessment (CMA) and the California Standards Tests (CSTs). These tests are an important part of the California Standardized Testing and Reporting (STAR) Program.

The purpose of the CMA and CSTs is to determine how well students are achieving California’s content standards for English–language arts, mathematics, history–social science, and science. The CMA is for students with an individualized education program (IEP) who cannot achieve grade level proficiency on the CSTs with or without accommodations and who meet eligibility criteria adopted by the State Board of Education.

The CMA or CST was given in the following grades and subjects:*

- Grades three and four
  - English–language arts
  - Mathematics

- Grade five
  - English–language arts
  - Mathematics
  - Science

- Grades six, seven, and eight
  - English–language arts
  - Mathematics (grades six and seven)
  - Science (grade eight)

Students taking the CMA in grade eight also were given:

* Students are not tested for both the CMA and CST in the same subject (English–language arts, mathematics, science, or history–social science).
The CST for History–Social Science (grade 8)

The CST for General Mathematics, the CST for Algebra I, or any end-of-course mathematics CST (except the CST for Summative High School Mathematics)

Students answered the multiple-choice questions on the CMA by selecting one of three options as the correct answer. The STAR Student Report for the CMA provides scale scores and performance levels for English–language arts and mathematics in grades three through five and for science in grade five. The STAR Student Report for the CMA shows percent correct scores for English–language arts in grades six through eight, for mathematics in grades six and seven, and for science in grade eight.

Students answered the multiple-choice questions on the CST by selecting one of four options as the correct answer. The STAR Student Report for the CSTs provides overall scale scores, performance levels, and content area results for each subject tested on a CST.

As a part of the CMA for English–Language Arts and the CST for English–Language Arts, students in grades four and seven were required to write a response to a writing task developed specifically for those tests. Scores on the multiple-choice questions and the writing task were combined to determine your child’s overall score for English–language arts.

It is important to keep in mind that the STAR Student Reports for the CMA and for the CSTs are only one source of information about the progress your child is making in school. Classroom work, grades, teacher evaluations, and other test results also should be reviewed for a more complete picture of your child’s academic progress.

If you have any questions about the CMA, the CSTs, or your child’s reports, please contact the school at [insert contact information] or talk with your child’s teacher(s). You also are invited to attend a STAR Program information meeting being held on [insert date] at [insert time] in [insert location]. We look forward to talking with you about your child’s educational achievements.

Sincerely,
Sample Letter for Parents and Guardians
California Alternate Performance Assessment — Grades Two Through Eleven

NOTE: Before this letter is distributed, be sure to insert the information required as indicated in brackets and in bold.

Dear Parent or Guardian:

Enclosed is the STAR Student Report that provides your child’s 2009 test results for the California Alternate Performance Assessment (CAPA). This test is an important part of the California Standardized Testing and Reporting (STAR) Program.

The purpose of the CAPA is to measure your child’s understanding of a selected set of California’s content standards for English–language arts, mathematics, and science. (Testing in science occurs in grades five, eight, and ten.) This alternate assessment is given to students in grades two through eleven who have significant cognitive disabilities and who are unable to take the California Standards Tests (CSTs) or the California Modified Assessment (CMA) with accommodations or the CSTs with modifications. Each student’s individualized education program (IEP) team determines whether the student takes the CAPA and which level of the CAPA he or she takes.

The CAPA levels correspond to specific grades as follows:

- **Level I** — Grades two through eleven (the most significantly cognitively disabled students)
- **Level II** — Grades two and three
- **Level III** — Grades four and five
- **Level IV** — Grades six through eight
- **Level V** — Grades nine through eleven

The STAR Student Report for the CAPA shows the student’s CAPA scale scores and performance levels for English–language arts, mathematics, and science. Scale scores are based on the percentage of questions answered correctly and determine the student’s level of performance for the subjects tested. A performance level of proficient or advanced indicates that the student is meeting or exceeding the state’s target for students taking the CAPA. Performance levels of basic, below basic, or far below basic indicate areas that need improvement.
It is important to keep in mind that the STAR Student Report for the CAPA is only one source of information about the progress your child is making in school. Classroom work, grades, and teacher evaluations also should be reviewed for a more complete picture of your child’s academic progress.

If you have any questions about the CAPA or your child’s report, please contact the school at [insert contact information] or talk with your child’s teacher(s). You also are invited to attend a STAR Program information meeting being held on [insert date] at [insert time] in [insert location]. We look forward to talking with you about your child’s educational achievements.

Sincerely,
Sample Letter for Parents and Guardians
Standards-based Tests in Spanish — Grades Two Through Eleven

Dear Parent or Guardian:

Enclosed is the STAR Student Report that provides your child’s 2009 test results for the Standards-based Tests in Spanish (STS). This test is an important part of the California Standardized Testing and Reporting (STAR) Program. The purpose of the STS is to measure your child’s understanding of California’s content standards for reading/language arts and mathematics when tested in his or her home language of Spanish.

The STS was given in grades two through eleven in the following subjects:
- Reading/language arts
- Mathematics

The enclosed STAR Student Report for the STS (Reporte individual de los resultados de STAR) provides the test results in Spanish.

Your child also may have participated in the STAR Program by taking the California Standards Tests (CSTs) in one or more subjects. If your child was in grades three through eight in spring 2009, he or she also may have taken the California Modified Assessment (CMA). All of these tests are given in English. The results for these tests are reported in the STAR Student Report for the CSTs or the CMA, which may be sent to your home separately.

The STAR Student Report for the STS provides scale scores and performance levels for reading/language arts and mathematics in grades two through four. In grades five through eleven, the STAR Student Report for the STS shows percent correct scores for the two subjects tested.

It is important to keep in mind that the STAR Student Report for the STS is only one source of information about the progress your child is making in school. Classroom work, grades, other test results, and teacher evaluation also should be reviewed for a more complete picture of your child’s academic progress.

If you have questions about the STS or your child’s report, please contact the school at [insert contact information] or talk with your child’s
teacher(s). You also are invited to attend a STAR Program information meeting being held on [insert date] at [insert time] in [insert location]. We look forward to talking with you about your child’s educational achievements.

Sincerely,
Sample STAR Student Reports with Parent/Guardian Guides

Sample student reports and interpretive guides for the 2009 STAR Program include the following:

California Standards Tests (CSTs)
- Grade Four
- Grade Five
- Grade Seven
- Grade Eight
- Grade Ten
- Grade Eleven

The Guide to Your STAR Student Report: CSTs

California Modified Assessment (CMA)
- Grade Four
- Grade Five
- Grade Eight

The Guide to Your STAR Student Report: CMA

California Alternate Performance Assessment (CAPA)
- Level III

The Guide to Your STAR Student Report: CAPA

Standards-based Tests in Spanish (STS)
- Grade Four – Spanish Version
- Grade Seven – Spanish Version
- Grade Eleven – Spanish Version

The Guide to Your STAR Student Report: STS
- English Version
- Spanish Version

Note: Interpretive guides for the STAR Student Reports for the CSTs, the CMA, and the CAPA are available in several languages for parents and guardians. The guides can be found on the Educational Testing Service STAR Web site at http://www.startest.org/ (Outside Source).
Sample STAR Student Report for the California Standards Tests (Grade Four—Front)

Dear Parent/Guardian,

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

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

Sincerely,

[Signature]

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Your child’s overall results on the California Standards Tests

Your child’s scale scores and performance levels

<table>
<thead>
<tr>
<th>English-Language Arts</th>
<th>Mathematics</th>
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<tbody>
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<tr>
<td>Proficient</td>
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<tr>
<td>Basic</td>
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<td>Below Basic</td>
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<tr>
<td>Far Below Basic</td>
<td>150-269</td>
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<td>150-244</td>
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State target for all students

Find complete STAR results at [http://star.cde.ca.gov](http://star.cde.ca.gov) and your school’s Accountability Report Card (SARC) at [www.cde.ca.gov/policy/sarc](http://www.cde.ca.gov/policy/sarc) or ask for a copy of the SARC at your child’s school.

How should I use these STAR Program results?

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

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child’s teacher in order to help focus on specific areas for improvement.
Sample STAR Student Report for the California Standards Tests (Grade Four—Back)

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

**english-language arts**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>GRADE 4</th>
<th>Your Child's Percent Correct</th>
<th>Compared to the Percent Correct Range of Proficient Students</th>
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<tbody>
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<tr>
<td>Word Analysis and Vocabulary</td>
<td>8</td>
<td>44%</td>
<td></td>
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<tr>
<td>Development</td>
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<tr>
<td>Reading Comprehension</td>
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<td>33%</td>
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<tr>
<td>Literacy Response and Analysis</td>
<td>6</td>
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</tr>
<tr>
<td>Written Conventions</td>
<td>3</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Writing Strategies</td>
<td>4</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>Writing Applications Score</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>GRADE 4</th>
<th>Your Child's Percent Correct</th>
<th>Compared to the Percent Correct Range of Proficient Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decimals, Fractions, and Negative Numbers</td>
<td>14</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>Operations and Factoring</td>
<td>11</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>Algebra and Functions</td>
<td>13</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>Measurement and Geometry</td>
<td>4</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>Statistics, Data Analysis, and Probability</td>
<td>3</td>
<td>75%</td>
<td></td>
</tr>
</tbody>
</table>

**More about the Mathematics Standards**

- **Number Sense:** Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers. Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals. Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations. Students know how to factor small whole numbers.
- **Algebra and Functions:** Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences. Students know how to manipulate equations.
- **Measurement and Geometry:** Students understand perimeter and area. Students use two-dimensional coordinate grids to represent points and graph lines and simple figures. Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.
- **Statistics, Data Analysis, and Probability:** Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings. Students make predictions for simple probability situations.

**California Reading List (CRL)**

Your child's recommended California Reading List Number is 4.

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

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

**More about the STAR Program**

Questions about the STAR Program or your child’s test results should be directed to your child’s teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, is also available on the CDE Web site at [www.cde.ca.gov/ta/tg/star.jsp](http://www.cde.ca.gov/ta/tg/star.jsp).
Sample STAR Student Report for the California Standards Tests (Grade Five—Front)

Your child's overall results on the California Standards Tests

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score Range</th>
<th>Scale Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Advanced: 395-690</td>
<td>400</td>
<td>Advanced level</td>
</tr>
<tr>
<td></td>
<td>Proficient: 350-354</td>
<td></td>
<td>Proficient level</td>
</tr>
<tr>
<td></td>
<td>Basic: 306-349</td>
<td></td>
<td>Basic level</td>
</tr>
<tr>
<td></td>
<td>Below Basic: 271-259</td>
<td></td>
<td>Below Basic level</td>
</tr>
<tr>
<td></td>
<td>Far Below Basic: 150-270</td>
<td></td>
<td>Far Below Basic level</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Advanced: 430-620</td>
<td>490</td>
<td>Advanced level</td>
</tr>
<tr>
<td></td>
<td>Proficient: 550-429</td>
<td></td>
<td>Proficient level</td>
</tr>
<tr>
<td></td>
<td>Basic: 503-319</td>
<td></td>
<td>Basic level</td>
</tr>
<tr>
<td></td>
<td>Below Basic: 240-299</td>
<td></td>
<td>Below Basic level</td>
</tr>
<tr>
<td></td>
<td>Far Below Basic: 160-287</td>
<td></td>
<td>Far Below Basic level</td>
</tr>
<tr>
<td>Science</td>
<td>Advanced: 410-600</td>
<td>428</td>
<td>Advanced level</td>
</tr>
<tr>
<td></td>
<td>Proficient: 560-409</td>
<td></td>
<td>Proficient level</td>
</tr>
<tr>
<td></td>
<td>Basic: 566-349</td>
<td></td>
<td>Basic level</td>
</tr>
<tr>
<td></td>
<td>Below Basic: 260-259</td>
<td></td>
<td>Below Basic level</td>
</tr>
<tr>
<td></td>
<td>Far Below Basic: 160-267</td>
<td></td>
<td>Far Below Basic level</td>
</tr>
</tbody>
</table>

Your child's scale score is 490 which is at the Advanced level in Mathematics.

Your child's scale score is 428 which is at the Advanced level in Science.

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

How should I use these STAR Program results?

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

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.
Sample STAR Student Report for the California Standards Tests (Grade Five—Back)

Your child's strengths and needs based on these tests

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

Find released test items at [www.cde.ca.gov/ta/tg/st/resources.asp](http://www.cde.ca.gov/ta/tg/st/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss).

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

### English-Language Arts

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Grade 5</th>
<th>Your Child's Percent Correct</th>
<th>Compared to the Percent Correct Range of Proficient Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Analysis and Vocabulary Development</td>
<td>12 60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>8 50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literary Response and Analysis</td>
<td>9 50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Conventions</td>
<td>11 65%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Strategies</td>
<td>10 63%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Grade 5</th>
<th>Your Child's Percent Correct</th>
<th>Compared to the Percent Correct Range of Proficient Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimation, Percents, and Factoring</td>
<td>10 83%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations with Fractions and Decimals</td>
<td>14 82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra and Functions</td>
<td>13 79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measurement and Geometry</td>
<td>11 73%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics, Data Analysis, and Probability</td>
<td>3 75%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Science

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Grade 5</th>
<th>Your Child's Percent Correct</th>
<th>Compared to the Percent Correct Range of Proficient Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Science 5</td>
<td>10 91%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Science 4</td>
<td>7 89%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Science 5</td>
<td>7 54%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Science 4</td>
<td>6 67%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth Science 5</td>
<td>8 73%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth Science 4</td>
<td>4 50%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### California Reading List (CRL)

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

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

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

### More about the STAR Program
Questions about the STAR Program or your child's test results should be directed to your child's teacher(s). Additional information may be available from the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, is also available on the CDE Web site at [www.cde.ca.gov/ta/tg/st](http://www.cde.ca.gov/ta/tg/st).
Sample STAR Student Report for the California Standards Tests (Grade Seven—Front)

Dear Parent/Guardian,

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

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

Sincerely,

[Signature]

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Your child's overall results on the California Standards Tests

Your child's scale scores and performance levels

<table>
<thead>
<tr>
<th>English-Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>401-630</td>
</tr>
<tr>
<td>Proficient</td>
<td>300-349</td>
</tr>
<tr>
<td>Basic</td>
<td>200-299</td>
</tr>
<tr>
<td>Below Basic</td>
<td>100-199</td>
</tr>
<tr>
<td>Far Below Basic</td>
<td>0-99</td>
</tr>
</tbody>
</table>

Your child's scale score is 383 which is at the Proficient level in English-Language Arts.

Your child's scale score is 285 which is at the Below Basic level in Mathematics.

Find complete STAR results at http://star.cde.ca.gov and your school’s Accountability Report Card (SARC) at www.cde.ca.gov/ta/a1/ or ask for a copy of the SARC at your child’s school.

How should I use these STAR Program results?

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

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child’s teacher in order to help focus on specific areas for improvement.
Sample STAR Student Report for the California Standards Tests (Grade Seven—Back)

ARThUR BELL

Your child’s strengths and needs based on these tests

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

Find released test items at www.cde.ca.gov/ta/tg/sr/resources.asp and a complete copy of the standards at www.cdes.ca.gov/be/st/s.

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

**English-Language Arts**

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>GRADE 7</th>
<th>Your Child’s Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Analysis and Vocabulary Development</td>
<td>7</td>
<td>64%</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>14</td>
<td>73%</td>
</tr>
<tr>
<td>Literary Response and Analysis</td>
<td>8</td>
<td>82%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Conventions</td>
<td>11</td>
<td>69%</td>
</tr>
<tr>
<td>Writing Strategies</td>
<td>14</td>
<td>62%</td>
</tr>
<tr>
<td>Writing Applications Score</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

More about the English-Language Arts Standards:

- **Word Analysis, Fluency, and Systematic Vocabulary Development:** Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- **Reading Comprehension:** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization and purpose.
- **Literary Response and Analysis:** Students read and respond to historically or culturally significant works of literature that reflect and enhance 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 conventions appropriate to this grade level.
- **Writing Strategies:** Students write clear, coherent, and focused essays. The writing exhibits students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
- **Writing Applications:** Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.

**Mathematics**

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>GRADE 7</th>
<th>Your Child’s Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rational Numbers</td>
<td>9</td>
<td>64%</td>
</tr>
<tr>
<td>Exponents, Powers, and Roots</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>Quantitative Relationships and Evaluating Expressions</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Multi-Step Problems, Graphing, and Functions</td>
<td>4</td>
<td>27%</td>
</tr>
<tr>
<td>Measurement and Geometry</td>
<td>3</td>
<td>23%</td>
</tr>
<tr>
<td>Statistics, Data Analysis, and Probability</td>
<td>2</td>
<td>40%</td>
</tr>
</tbody>
</table>

More about the Mathematics Standards:

- **Number Sense:** Students know the properties of, and compute with, rational numbers, expressed in a variety of forms. Students use exponents, powers, and roots and use exponents in working with fractions.
- **Algebra and Functions:** Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs. Students interpret and evaluate expressions involving integer powers and simple roots. Students graph and interpret linear and some nonlinear functions. Students solve simple linear equations and inequalities over the rational numbers.
- **Measurement and Geometry:** Students choose appropriate units of measure and use ratios to convert within and between measurement systems. Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. Students know the Pythagorean Theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and identifying attributes of figures.
- **Statistics, Data Analysis, and Probability:** Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program.

**California Reading List (CRL)**

Your child’s recommended California Reading List Number is 11.

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

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

More about the STAR Program

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

June 2009 • California Department of Education
Student Reports: Explaining 2009 STAR Program Student Reports to Parents and Guardians
Resources for Use by School District and School Staff
Sample STAR Student Report for the California Standards Tests (Grade Eight—Front)

Dear Parent/Guardian,

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

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

Sincerely,

[Signature]

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Your child’s overall results on the California Standards Tests

Your child’s scale scores and performance levels

<table>
<thead>
<tr>
<th></th>
<th>English-Language Arts</th>
<th>General Mathematics</th>
<th>History-Social Science</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>395-690</td>
<td>414-609</td>
<td>396-600</td>
<td>403-690</td>
</tr>
<tr>
<td>Proficient</td>
<td>359-394</td>
<td>350-413</td>
<td>350-395</td>
<td>350-492</td>
</tr>
<tr>
<td>Basic</td>
<td>309-349</td>
<td>300-349</td>
<td>300-349</td>
<td>300-349</td>
</tr>
<tr>
<td>Below Basic</td>
<td>269-299</td>
<td>257-299</td>
<td>271-299</td>
<td>253-299</td>
</tr>
<tr>
<td>Far Below Basic</td>
<td>150-246</td>
<td>160-256</td>
<td>150-270</td>
<td>150-252</td>
</tr>
</tbody>
</table>

Your child’s scale score is 360 which is at the Proficient level in English-Language Arts.
Your child’s scale score is 387 which is at the Proficient level in General Mathematics.
Your child’s scale score is 385 which is at the Proficient level in History-Social Science.
Your child’s scale score is 387 which is at the Proficient level in Science.

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

How should I use these STAR Program results?

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

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child’s teacher in order to help focus on specific areas for improvement.
Sample STAR Student Report for the California Standards Tests (Grade Eight—Back)

### Standardized Testing and Reporting (STAR) Program

#### Sample STAR Student Report for the California Standards Tests (Grade Eight—Back)

**JESUS C AGUILAR**

Your child’s strengths and needs based on these tests

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

Find released test items at [www.cde.ca.gov/ta/tg/lt/resources.asp](http://www.cde.ca.gov/ta/tg/lt/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/steps](http://www.cde.ca.gov/be/steps).

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

### English-Language Arts  
**GRADE 8**

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Your Child’s Percent Correct</th>
<th>Your Child’s Percent Correct Compared to the Percent Correct Range of Proficient Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Analysis and Vocabulary Development</td>
<td>5 67%</td>
<td>-</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>12 67%</td>
<td>-</td>
</tr>
<tr>
<td>Literary Response and Analysis</td>
<td>11 73%</td>
<td>-</td>
</tr>
<tr>
<td>Writing</td>
<td>13 81%</td>
<td>-</td>
</tr>
<tr>
<td>Writing Strategies</td>
<td>9 47%</td>
<td>-</td>
</tr>
</tbody>
</table>

**# = Number of Correct Items   % = Percent Correct**

### General Mathematics

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Your Child’s Percent Correct</th>
<th>Your Child’s Percent Correct Compared to the Percent Correct Range of Proficient Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rational Numbers</td>
<td>10 71%</td>
<td>-</td>
</tr>
<tr>
<td>Exponents, Powers, and Roots</td>
<td>2 20%</td>
<td>-</td>
</tr>
<tr>
<td>Quadratic Equations and Relations</td>
<td>8 73%</td>
<td>-</td>
</tr>
<tr>
<td>Multistep Problems, Graphing, and Functions</td>
<td>7 72%</td>
<td>-</td>
</tr>
<tr>
<td>Measurement and Geometry</td>
<td>8 82%</td>
<td>-</td>
</tr>
<tr>
<td>Statistics, Data Analysis, and Probability</td>
<td>8 89%</td>
<td>-</td>
</tr>
</tbody>
</table>

### History-Social Science  
**GRADE 8**

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Your Child’s Percent Correct</th>
<th>Your Child’s Percent Correct Compared to the Percent Correct Range of Proficient Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>World History and Geography:</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Ancient Civ.</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Late Antiquity and the Middle Ages</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Renaissance/Reformation</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>U.S. Constitution and the Early Republic</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Civil War and Its Aftermath</td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

### Science  
**GRADE 8**

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Your Child’s Percent Correct</th>
<th>Your Child’s Percent Correct Compared to the Percent Correct Range of Proficient Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motion</td>
<td>6 75%</td>
<td>-</td>
</tr>
<tr>
<td>Forces, Density, and Buoyancy</td>
<td>6 49%</td>
<td>-</td>
</tr>
<tr>
<td>Structure of Matter and Periodic Table</td>
<td>10 63%</td>
<td>-</td>
</tr>
<tr>
<td>Earth in the Solar System</td>
<td>6 85%</td>
<td>-</td>
</tr>
<tr>
<td>Reactions and the Chemistry of Living Systems</td>
<td>8 80%</td>
<td>-</td>
</tr>
<tr>
<td>Investigation and Experimentation</td>
<td>6 83%</td>
<td>-</td>
</tr>
</tbody>
</table>

### California Reading List (CRL)

Your child’s recommended California Reading List Number is 16.

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

To access the California Reading List:
- Visit [http://star.cde.ca.gov](http://star.cde.ca.gov) and click on California Reading List
- Click search for a Reading List to find books for your child

### More about the STAR Program

Questions about the STAR Program or your child’s test results should be directed to your child’s teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, is also available on the CDE Web site at [www.cde.ca.gov/ta/tg/lt](http://www.cde.ca.gov/ta/tg/lt).
Sample STAR Student Report for the California Standards Tests (Grade Ten—Front)

### STAR Student Report

**LOCAL ID:** 900800000999  
**STUDENT #:** 000000000000  
**DATE OF BIRTH:** 06/21/1994  
**GRADE:** 10  
**DATE TESTED:** Spring 2009

**FOR THE PARENT/GUARDIAN OF:**  
**ABRAHAM CRUZ**  
1234 Main Street  
City, CA 12345

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

---

**Dear Parent/Guardian,**

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

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

Sincerely,

[Signature]

**JACK O'CONNELL**  
**STATE SUPERINTENDENT OF PUBLIC INSTRUCTION**

---

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

<table>
<thead>
<tr>
<th></th>
<th>English-Language Arts</th>
<th>Geometry</th>
<th>World History</th>
<th>Biology of Science 1</th>
<th>Life Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced</strong></td>
<td>501-599</td>
<td>419-600</td>
<td>400-599</td>
<td>394-599</td>
<td>399-599</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>350-599</td>
<td>350-417</td>
<td>350-399</td>
<td>350-395</td>
<td>350-396</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>300-349</td>
<td>300-349</td>
<td>300-349</td>
<td>300-349</td>
<td>300-349</td>
</tr>
<tr>
<td><strong>Below Basic</strong></td>
<td>250-299</td>
<td>247-299</td>
<td>275-299</td>
<td>276-299</td>
<td>263-299</td>
</tr>
<tr>
<td><strong>Far Below Basic</strong></td>
<td>150-249</td>
<td>150-246</td>
<td>150-274</td>
<td>150-276</td>
<td>150-246</td>
</tr>
</tbody>
</table>

**Your child's scale score is 571 which is at the Proficient level in English-Language Arts.**

**Your child's scale score is 382 which is at the Below Basic level in Geometry.**

**Your child's scale score is 316 which is at the Proficient level in World History.**

**Your child's scale score is 347 which is at the Basic level in Biology.**

**Your child's scale score is 356 which is at the Basic level in Life Science.**

Find complete STAR results at [http://star.cde.ca.gov](http://star.cde.ca.gov) and your schools Accountability Report Card (SARC) at [www.cde.ca.gov/sarc](http://www.cde.ca.gov/sarc) or ask for a copy of the SARC at your child's school.

---

**How should I use these STAR Program results?**

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

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.
Sample STAR Student Report for the California Standards Tests (Grade Ten—Back)

ABRAHAM CRUZ

Your child's strengths and needs based on these tests

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

Find released test items at www.cde.ca.gov/data/str/resources.asp and a complete copy of the standards at www.cde.ca.gov/taets/.

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

### English-Language Arts

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Grade 10</th>
<th>Your Child's Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>8</td>
<td>75%</td>
</tr>
<tr>
<td>Word Analysis and Vocabulary</td>
<td>17</td>
<td>94%</td>
</tr>
<tr>
<td>Development</td>
<td>9</td>
<td>66%</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literary Response and Analysis</td>
<td>12</td>
<td>62%</td>
</tr>
<tr>
<td>Writing</td>
<td>14</td>
<td>70%</td>
</tr>
</tbody>
</table>

### Geometry

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Grade 10</th>
<th>Your Child's Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic and Geometric Proofs</td>
<td>10</td>
<td>43%</td>
</tr>
<tr>
<td>Volume and Area Formulas</td>
<td>4</td>
<td>36%</td>
</tr>
<tr>
<td>Angle Relationships, Constructions, and Lines</td>
<td>8</td>
<td>39%</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>8</td>
<td>53%</td>
</tr>
</tbody>
</table>

### World History

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Grade 10</th>
<th>Your Child's Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Modern Political Thought</td>
<td>10</td>
<td>77%</td>
</tr>
<tr>
<td>Industrial Expansion and Imperialism</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Causes and Effects of the First World War</td>
<td>11</td>
<td>79%</td>
</tr>
<tr>
<td>Causes and Effects of the Second World War</td>
<td>5</td>
<td>48%</td>
</tr>
<tr>
<td>International Developments In the Post-WW II Era</td>
<td>4</td>
<td>40%</td>
</tr>
</tbody>
</table>

### Biology

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Grade 10</th>
<th>Your Child's Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cell Biology</td>
<td>5</td>
<td>58%</td>
</tr>
<tr>
<td>Genetics</td>
<td>14</td>
<td>79%</td>
</tr>
<tr>
<td>Ecology and Evolution</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td>Physiology</td>
<td>7</td>
<td>64%</td>
</tr>
<tr>
<td>Investigation and Experimentation</td>
<td>8</td>
<td>93%</td>
</tr>
</tbody>
</table>

### California Reading List (CRL)

Your child's recommended California Reading List Number is 11.

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

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

### Life Science

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Grade 10</th>
<th>Your Child's Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cell Biology</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Genetics</td>
<td>8</td>
<td>81%</td>
</tr>
<tr>
<td>Physiology</td>
<td>4</td>
<td>49%</td>
</tr>
<tr>
<td>Ecology</td>
<td>7</td>
<td>64%</td>
</tr>
<tr>
<td>Evolution</td>
<td>8</td>
<td>73%</td>
</tr>
</tbody>
</table>

More about the STAR Program

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

June 2009 • California Department of Education Student Reports: Explaining 2009 STAR Program Student Reports to Parents and Guardians Resources for Use by School District and School Staff
Sample STAR Student Report for the California Standards Tests (Grade Eleven—Front)

Your child's overall results on the California Standards Tests

Your child's scale scores and performance levels

<table>
<thead>
<tr>
<th>Subject</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
<th>Far Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
<td>392-600</td>
<td>359-395</td>
<td>300-348</td>
<td>259-299</td>
<td>155-256</td>
</tr>
<tr>
<td>Summative HS Math</td>
<td>418-600</td>
<td>359-419</td>
<td>300-348</td>
<td>259-299</td>
<td>155-254</td>
</tr>
<tr>
<td>World History</td>
<td>400-600</td>
<td>359-419</td>
<td>300-348</td>
<td>279-299</td>
<td>155-276</td>
</tr>
<tr>
<td>Chemistry</td>
<td>394-600</td>
<td>359-395</td>
<td>300-348</td>
<td>279-299</td>
<td>155-269</td>
</tr>
<tr>
<td>U.S. History</td>
<td>410-600</td>
<td>359-400</td>
<td>300-348</td>
<td>279-299</td>
<td>155-269</td>
</tr>
</tbody>
</table>

Find complete STAR results at [http://star.cde.ca.gov](http://star.cde.ca.gov) and your schools Accountability Report Card (SARC) at [www.cde.ca.gov/sarc](http://www.cde.ca.gov/sarc) or ask for a copy of the SARC at your child's school.

How should I use these STAR Program results?

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

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.
Sample STAR Student Report for the California Standards Tests (Grade Eleven—Back)

**AMITA SINGH**

Your child’s strengths and needs based on these tests

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

Find released test items at [www.cde.ca.gov/ta/tg/sr/resources.asp](http://www.cde.ca.gov/ta/tg/sr/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/bšt/ss](http://www.cde.ca.gov/bšt/ss).

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

### English-Language Arts

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Your Child’s %</th>
<th>Your Child’s Percent Correct</th>
<th>Compared to the Percent Correct Range of Proficient Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Analysis and Vocabulary Development</td>
<td>7</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>16</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Literary Response and Analysis</td>
<td>13</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Conventions</td>
<td>9</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Writing Strategies</td>
<td>21</td>
<td>95%</td>
<td></td>
</tr>
</tbody>
</table>

# = Number of Correct Items  % = Percent Correct

### Summative HS Math

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Your Child’s %</th>
<th>Your Child’s Percent Correct</th>
<th>Compared to the Percent Correct Range of Proficient Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>17</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>15</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>Algebra II</td>
<td>16</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>Probability and Statistics</td>
<td>4</td>
<td>90%</td>
<td></td>
</tr>
</tbody>
</table>

### World History

Your child did not take a California Standards Test in this subject.

### Chemistry

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Your Child’s %</th>
<th>Your Child’s Percent Correct</th>
<th>Compared to the Percent Correct Range of Proficient Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atomic and Molecular Structure</td>
<td>6</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>Chemical Bonds, Biochemistry</td>
<td>9</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Kinetics, Thermodynamics</td>
<td>11</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>Chemical Reactions</td>
<td>12</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>Conservation of Matter and Stoichiometry</td>
<td>10</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Investigation and Experimentation</td>
<td>5</td>
<td>83%</td>
<td></td>
</tr>
</tbody>
</table>

### California Reading List (CRL)

Your child’s recommended California Reading List Number is 13.

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

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

### Early Assessment Program (EAP)

**English Status:** Ready for CSU college-level English courses

**Mathematics Status:** Ready for CSU college-level mathematics course

EAP statuses are provided by the CSU. Explanations of EAP statuses can be found at [www.calstate.edu/eap](http://www.calstate.edu/eap).
The Guide to Your STAR Student Report: CSTs (Front)

THE GUIDE TO YOUR STAR STUDENT REPORT
CALIFORNIA STANDARDS TESTS

This guide will help you follow your child’s report and the recommendations that are provided. Some sections of your child’s report are translated word for word, and other sections are translated more generally.

1 Your child’s information
Here you find your child’s student number, date of birth, grade, test date, school, and district. If available, your mailing address also appears in this section.

2 Introductory Letter from the State Superintendent of Public Instruction
Dear Parent/Guardian,
Each year, California’s Standardized Testing and Reporting (STAR) Program measures your child’s progress in meeting California’s world class content standards. These standards describe what all students should know and be able to do at each grade level.
This report shows your child’s scores on the STAR Program tests. I encourage you to discuss these results with your child and your child’s teacher(s). Besides giving you valuable information about your child’s academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.

3 Your child’s scale scores and performance levels
See how your child did on the California Standards Tests (CSTs) by looking at the vertical black bars below each subject heading. The number at the top of each bar is your child’s exact test score in that subject. The colored boxes to the left and the text at the bottom of each black bar provide your child’s performance level in each subject. There are five performance levels: advanced, proficient, basic, below basic, and far below basic. The goal in California is to have all students perform at the proficient or advanced level.

Students in grades two through eleven are tested in English–language arts and mathematics. Students in grades five, eight, and ten are tested in science, and some high school students also may take end-of-course science tests. All students in grades eight and eleven are tested in history–social science, and some high school students take an end-of-course world history test. Scores are provided for all of the tests your child took. If your child did not take one or more of these tests or if a score was not to be reported, this is noted on your child’s report.

4 You can find complete STAR Program results on the California Department of Education (CDE) STAR Results Web page at http://star.cde.ca.gov and your school’s accountability report card on the CDE School Accountability Report Card (SARC) Web page at http://www.cde.ca.gov/ta/ac/sa/. You can also request a copy of the SARC from your child’s school.

5 How should I use these STAR Program results?
This section suggests ways to monitor your child’s educational progress, including through classroom tests, assignments, and grades. You can use these sources of information to talk with your child’s teacher about specific areas for improvement.
The Guide to Your STAR Student Report: CSTs (Back)

6 A note on using this information
A single test can provide only limited information. A student taking the same test more than once might score higher or lower within a small range in each content area tested. You should confirm your child’s strengths and needs in these topics by reviewing classroom work, standards-based assessments, and progress reports during the year.

7 Your child’s strengths and needs based on these tests
These charts show how your child did in the different content areas for each test taken. The subject for each test is listed at the top of each chart. Most reports for students in grades two through eleven include English–language arts and mathematics. Reports for students in grades five, eight, and ten include science. Reports for students in grades eight and eleven include history–social science. Reports for high school students may include results for end-of-course tests in science and world history.

The questions on the CSTs are grouped into the content areas shown on the left of each chart. These content areas are based on the California content standards, which describe what your child should know and be able to do at each grade. (If your child did not take any of the CSTs expected for his/her grade or if a score was unavailable to be reported, this is noted on the report.)

Next to the name of each content area are the number of questions your child answered correctly in that content area and the percentage of questions your child answered correctly in that content area, represented by a diamond on the chart. The bar shows the percent correct range of scores for students in the state who scored at the proficient level on the CST for that subject. Below the chart is additional information about your child’s performance on each test.

8 This section contains one of the following types of information:
- More information about the English–language arts content standards and the grade-level mathematics content standards (grades two through four, six, and seven) or Algebra I standards (grade seven)
- Content area results in science (grades five, eight, and ten), history–social science (grades eight and eleven), and end-of-course CSTs
- Additional resources (grade five)

9 California Reading List (CRL) and/or More about the STAR Program or Early Assessment Program (EAP) (for grade eleven)
CRL — This recommended reading list number is based on your child’s California English–Language Arts Standards Test score. Your child should be able to read titles within the list independently. Of course, no single test will tell you what books your child can or should read—encourage your child to explore other reading list numbers to find books of interest. Strong reading skills are critical for success in all school subjects. Encourage your child to read at home.

To access the California Reading List:
1. Visit the CDE STAR Results Web page at http://star.cde.ca.gov and select the “California Reading List” link.
2. Select “Search for a Reading List” to find books for your child.

EAP — If your child is in grade eleven, this section also presents information about the California State University’s (CSU’s) Early Assessment Program (EAP) and results for the EAP, if your child took the EAP. Additional information regarding the EAP can be found on the CSU Web page at http://www.calstate.edu/eap.

10 More about the STAR Program
This section provides information about how you can find answers to your questions about the STAR Program and your child's STAR test results.
Sample STAR Student Report for the California Modified Assessment (Grade Four—Front)

Dear Parent/Guardian,

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

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

Sincerely,

[Signature]

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Your child's results on the CMA

Your child's scale scores and performance levels

<table>
<thead>
<tr>
<th>English-Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>320-400</td>
</tr>
<tr>
<td>Proficient</td>
<td>290</td>
</tr>
<tr>
<td>Basic</td>
<td>290</td>
</tr>
<tr>
<td>Below Basic</td>
<td>290</td>
</tr>
<tr>
<td>Far Below Basic</td>
<td>290</td>
</tr>
</tbody>
</table>

Your child's scale score is 290 which is at the Below Basic level in English-Language Arts.

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

Find complete STAR results at [http://star.cde.ca.gov](http://star.cde.ca.gov) and your school's Accountability Report Card (SARC) at [http://www.cde.ca.gov/aap/sarc](http://www.cde.ca.gov/aap/sarc) or ask for a copy of the SARC at your child's school.

How should I use these STAR Program results?

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

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.
Sample STAR Student Report for the California Modified Assessment (Grade Four—Back)

SOHAIL KHAN

More about your child's test results

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

### English-Language Arts

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Your Child's Percent Correct</th>
<th>Compared to the Percent Correct Range of Proficient Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>3</td>
<td>22%</td>
</tr>
<tr>
<td>Reading for Understanding</td>
<td>8</td>
<td>60%</td>
</tr>
<tr>
<td>Language</td>
<td>5</td>
<td>24%</td>
</tr>
<tr>
<td>Writing Applications Score</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Your Child's Percent Correct</th>
<th>Compared to the Percent Correct Range of Proficient Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Number Sense</td>
<td>7</td>
<td>30%</td>
</tr>
<tr>
<td>Algebra and Data Analysis</td>
<td>5</td>
<td>30%</td>
</tr>
<tr>
<td>Measurement and Geometry</td>
<td>3</td>
<td>30%</td>
</tr>
</tbody>
</table>

About the CMA

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

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

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

More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, is also available on the CDE Web site at [http://www.cde.ca.gov/ta/tg/sr/cmestar.asp](http://www.cde.ca.gov/ta/tg/sr/cmestar.asp).
Sample STAR Student Report for the California Modified Assessment (Grade Five—Front)

Dear Parent/Guardian,

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

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

Sincerely,

[Signature]

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Your child’s scale scores and performance levels

- **English-Language Arts**
  - Advanced: 460-600
  - Proficient: 350-399
  - Basic: 320-349
  - Below Basic: 212-259
  - Far Below Basic: 150-211
  - Your child’s scale score is 302, which is at the Basic level in English-Language Arts.

- **Mathematics**
  - Advanced: 414-450
  - Proficient: 350-413
  - Basic: 300-349
  - Below Basic: 219-259
  - Far Below Basic: 150-217
  - Your child’s scale score is 240, which is at the Basic level in Mathematics.

- **Science**
  - Advanced: 400-409
  - Proficient: 350-399
  - Basic: 300-349
  - Below Basic: 218-259
  - Far Below Basic: 150-237
  - Your child’s scale score is 310, which is at the Basic level in Science.

How should I use these STAR Program results?

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

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

Find complete STAR results at [http://star.cde.ca.gov](http://star.cde.ca.gov) and your school’s Accountability Report Card (SARC) at [http://www.cde.ca.gov/sac](http://www.cde.ca.gov/sac) or ask for a copy of the SARC at your child’s school.
Sample STAR Student Report for the California Modified Assessment (Grade Five—Back)

More about your child’s test results

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

### English-Language Arts

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Your Child’s Percent Correct</th>
<th>Compared to the Percent Correct Range of Proficient Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Reading for Understanding</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>27%</td>
<td></td>
</tr>
</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Your Child’s Percent Correct</th>
<th>Compared to the Percent Correct Range of Proficient Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Sense</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Algebra and Data Analysis</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Measurement and Geometry</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

### Science

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Your Child’s Percent Correct</th>
<th>Compared to the Percent Correct Range of Proficient Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Sciences</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Life Sciences</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Earth Sciences</td>
<td>33%</td>
<td></td>
</tr>
</tbody>
</table>

### About the CMA

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

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

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

Additional information on the CMA, including the test blueprints, sample items, and participation criteria, can be found on the CDE Web page at [http://www.cde.ca.gov/taAg/sr/ceastar.asp](http://www.cde.ca.gov/taAg/sr/ceastar.asp).

### More about the STAR Program

Questions about the STAR Program or your child’s test results should first be directed to your child’s teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at [http://www.cde.ca.gov/taAg/sr/](http://www.cde.ca.gov/taAg/sr/)
Sample STAR Student Report for the California Modified Assessment (Grade Eight—Front)

Dear Parent/Guardian,

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

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

Sincerely,

[Signature]

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Your child’s results on the CMA

<table>
<thead>
<tr>
<th>English-Language Arts</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>81%-100%</td>
<td>81%-100%</td>
</tr>
<tr>
<td>61%-60%</td>
<td>61%-60%</td>
</tr>
<tr>
<td>41%-50%</td>
<td>41%-50%</td>
</tr>
<tr>
<td>21%-40%</td>
<td>21%-40%</td>
</tr>
<tr>
<td>0%-20%</td>
<td>0%-20%</td>
</tr>
</tbody>
</table>

Your child’s percent correct is 21 in English-Language Arts.

Your child’s percent correct is 25 in Science.

Find complete STAR results at [http://star.cde.ca.gov](http://star.cde.ca.gov) and your schools Accountability Report Card (SARC) at [http://www.cde.ca.gov/ma/sac](http://www.cde.ca.gov/ma/sac) or ask for a copy of the SARC at your child’s school.

How should I use these STAR Program results?

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

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child’s teacher in order to help focus on specific areas for improvement.
Sample STAR Student Report for the California Modified Assessment (Grade Eight—Back)

About the CMA

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

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

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

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

- Fewer answer choices per question
- Shortened passage length
- Larger font size and use of a font type that is easier to read for most students with visual disabilities
- One-column format for most test questions
- Use of a calculator on the mathematics tests (grades 5 through 7 only) and science tests (grades 5 and 8) as an accommodation

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

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

More about the STAR Program

Questions about the STAR Program or your child’s test results should first be directed to your child’s teacher(s). Additional information may be available through the school principal or counselor.

Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at [http://www.cde.ca.gov/ta/tg/sr](http://www.cde.ca.gov/ta/tg/sr).
This guide will help you follow your child’s report and the recommendations that are provided. Some sections of your child’s report are translated word for word, and other sections are translated more generally.

1. **Your child’s information**
   Here you find your child’s student number, date of birth, grade, test date, school, and district. If available, your mailing address also appears in this section.

2. **Introductory Letter from the State Superintendent of Public Instruction**
   Dear Parent/Guardian,

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

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

3. **Your child’s results on the CMA**
   Your child was tested for English–language arts, mathematics, and/or science (grades five and eight). Scores are provided for the subject of any of the CMA tests your child took. If your child did not take one or more of these tests or if a score was not to be reported, this is noted on your child’s report.

   Your child’s **scale scores and performance levels**—See how your child did on the CMA by looking at the vertical black bars below each subject heading. If your child was in grade three, four, or five, the number at the top of each bar is your child’s exact test score in that subject. The colored boxes to the left and the text at the bottom of each black bar provide your child’s performance level in each subject tested. There are five performance levels: advanced, proficient, basic, below basic, and far below basic. The goal in California is to have all students perform at the proficient or advanced level.

   Your child’s **scores**—For grade six, seven, or eight, see how your child did on the CMA by looking at the vertical black bars below the heading for each subject tested. The number at the top of each bar is your child’s percent correct in that subject.

4. **How should I use these STAR Program results?**
   This section suggests ways to monitor your child’s educational progress, including through classroom tests, assignments, and grades. You can use these sources of information to talk with your child’s teacher about specific areas for improvement.
The Guide to Your STAR Student Report: CMA (Back)

5 More about your child’s test results

For grades three through five, these charts show how your child did in the different content areas for each test taken. The subject for each test is listed at the top of each chart. Reports for students include English–language arts and mathematics for grades three, four, and five and science for grade five.

Next to the name of each content area is the number and percentage of questions your child answered correctly in that content area, represented by a diamond on the chart.

The questions on the CMA are grouped into the content areas on the left of each chart. These content areas are based on the California content standards, which describe what your child should know and be able to do at each grade. (If your child did not take any of the CMA tests expected for his or her grade level or if a score was unavailable to be reported, this is noted on the report.)

This section does not appear on the STAR Student Report for the CMA for students in grade six, seven, and eight.

6 About the CMA

This section describes the CMA, the newest test in the Standardized Testing and Reporting Program.

More about the STAR Program

This section provides information about how you can get answers to your questions about the STAR Program and your child’s CMA results. Visit the California Department of Education’s CMA Web page at http://www.cde.ca.gov/ta/tg/sr/cmastar.asp for background information, participation criteria, test blueprints, and sample test questions.

7 Writing Application

For grade seven, this section tells how your child did on the writing test if your child took the CMA writing test. (If your child did not take the CMA writing test or if a score was unavailable to be reported, this is noted on the report.)
STAR Student Report

LOCAL ID #: 9000000000
STUDENT #: 9000000000
GRADE: 6
CAPA LEVEL: III
DATE OF BIRTH: 11/12/1998
TEST DATE: Spring 2009

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

SCHOOL: CALIFORNIA Elementary School
DISTRICT: CALIFORNIA Unified

Dear Parent/Guardian,

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

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

Sincerely,
JACK O’CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Your child’s results on the CAPA

<table>
<thead>
<tr>
<th>English-Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>40-69</td>
<td>40-69</td>
</tr>
<tr>
<td>Proficient</td>
<td>35-39</td>
<td>35-39</td>
</tr>
<tr>
<td>Basic</td>
<td>30-34</td>
<td>30-34</td>
</tr>
<tr>
<td>Below Basic</td>
<td>23-29</td>
<td>16-29</td>
</tr>
<tr>
<td>Far Below Basic</td>
<td>15-22</td>
<td>18-21</td>
</tr>
</tbody>
</table>

Your child’s scale score is 35 which is at the Proficient level in English-Language Arts.

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

Your child’s scale score is 87 which is at the Advanced level in Science.

Find complete results at [http://star.cde.ca.gov](http://star.cde.ca.gov) and your school’s Accountability Report Card (SARC) at www.cde.ca.gov/sarc or ask for a copy of the SARC at your child’s school.

How should I use these STAR Program results?

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

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

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

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

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

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

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

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

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

More about the STAR Program

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

THE GUIDE TO YOUR STAR STUDENT REPORT

CALIFORNIA ALTERNATE PERFORMANCE ASSESSMENT

CALIFORNIA DEPARTMENT OF EDUCATION

This guide will help you follow your child’s report and the recommendations that are provided. Some sections of your child’s report are translated word for word, and other sections are translated more generally.

1 Your child’s information

Here you find your child’s student number, date of birth, grade, CAPA level, test date, school, and district. If available, your mailing address also appears in this section.

2 Introductory Letter from the State Superintendent of Public Instruction

Dear Parent/Guardian,

Each year, the Standardized Testing and Reporting (STAR) Program measures your child’s progress in meeting California’s Content Standards that describe what all students should know and be able to do at each grade level. Your child participated in the STAR Program by taking the California Alternate Performance Assessment (CAPA). The CAPA measures your child’s understanding of selected California content standards. This report shows your child’s scores on the CAPA test. I encourage you to discuss these results with your child and your child’s teacher(s). Besides giving you valuable information about monitoring your child’s academic progress, test scores help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.

3 Your child’s results on the CAPA

See how your child did on the CAPA by looking at the vertical black bars below each subject heading. The number at the top of each bar is your child’s exact test score in that subject. The colored boxes to the left and the text at the bottom of each black bar provide your child’s performance level in each subject: English–language arts and mathematics for all students and science for students in grades five, eight, and ten. There are five performance levels: advanced, proficient, basic, below basic, and far below basic. The goal in California is to have all students perform at the proficient or advanced level. CAPA performance levels are not equivalent to performance levels on other STAR Program tests.

4 You can find complete STAR Program results on the California Department of Education (CDE) STAR Results Web page at http://star.cde.ca.gov/ and your school’s accountability report card on the CDE School Accountability Report Card (SARC) Web page at http://www.cde.ca.gov/ta/ac/sa/. You can also request a copy of the SARC from your child’s school.

5 How should I use these STAR Program results?

This section suggests ways to monitor your child’s educational progress, including through classroom tests, assignments, and grades. You can use these sources of information to talk with your child’s teacher about specific areas for improvement.
About the CAPA

This section gives more information about the CAPA and how it is administered. It shows the CAPA levels and subjects tested and provides a link to the standards on which students are tested by the CAPA.

Most students eligible for the CAPA take the assessment level that corresponds with their current school grade, but some students with complex and profound disabilities take the Level I assessment. The assigned level is not related to individual ability in a particular subject. English–language arts, mathematics, and science are always given at the same assessment level.

More about the STAR Program

This section gives an overview of the STAR program and provides the Web address of the CDE’s STAR Program Web page.

While your child may be able to complete tasks administered in the test, the performance level achieved is based on how your child scored on the particular test. Talk with your child’s teacher for a more complete understanding of your child’s progress.
Sample STAR Student Report for the Standards-based Tests in Spanish – Spanish Version (Grade Four—Front)

Reporte individual de los resultados de STAR

Utilizando la evaluación para apoyar el aprendizaje de los estudiantes

Num. de identificación local: 9099999999
Num. del estudiante: 0000052192
Grado: 4
Fecha de nacimiento: 06/28/1996
Fecha de la prueba: Primavera 2009

Para padre de familia/tutor de:
MARIA SANCHEZ
1234 Main Street
City, CA 12345

Escuela: CALIFORNIA Elementary School
Distrito: CALIFORNIA Unified

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

Calificaciones de escala y niveles de rendimiento de su niño

Lengua y Literatura
- Avanzado: 599-630
- Proficiente: 500-598
- Básico: 400-499
- Debajo del básico: 271-299
- Muy debajo del básico: 150-270

La calificación de escala de su niño es 576 que está en el nivel de Avanzado en Lengua y Literatura.

Matemáticas
- Avanzado: 401-630
- Proficiente: 363-400
- Básico: 300-349
- Debajo del básico: 243-299
- Muy debajo del básico: 150-242

La calificación de escala de su niño es 529 que está en el nivel de Avanzado en Matemáticas.
## Destrezas y necesidades del estudiante basadas en estas pruebas

En las gráficas de abajo, el porcentaje correcto de su niño(ís) comparado al rango del porcentaje correcto de los estudiantes en el estado cuyas notas de rendimiento fueron Proficient en el total de la prueba. Proficiente es la meta estatal para todos los estudiantes.

<table>
<thead>
<tr>
<th>Lengua y Literatura</th>
<th>Matemáticas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Áreas de contenido</strong></td>
<td><strong>GRADO 4</strong></td>
</tr>
<tr>
<td><strong>Lectura</strong></td>
<td>de su niño(ís)</td>
</tr>
<tr>
<td>Análisis de la palabra, fluidez, y desenvolvimiento del vocabulario</td>
<td>17</td>
</tr>
<tr>
<td>Comprensión de lectura</td>
<td>15</td>
</tr>
<tr>
<td>Respuestas y análisis literarios</td>
<td>6</td>
</tr>
<tr>
<td>Expresión Escrita</td>
<td>15</td>
</tr>
<tr>
<td>Reglamentación del lenguaje escrito</td>
<td>13</td>
</tr>
</tbody>
</table>

**Nota:** # = Número de preguntas correctas  % = Porcentaje correcto

### ¿Cómo debo yo utilizar estos resultados de STS?

Este año, todos los estudiantes hispanohablantes de inglés como segunda lengua del segundo al undécimo grado fueron requeridos para realizar las pruebas STS si:
- Llevan menos de 12 meses matriculados en una escuela en los Estados Unidos (cumulativo), o
- Recibieron instrucción en inglés (sin tomar un curso de cuatro años de estudios matriculados en una escuela en los Estados Unidos).

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

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

Estos resultados también tienen como propósito el asegurar que su niño reciba la mejor educación posible. Si su niño no está alcanzando los niveles que usted desea, estos resultados pueden servir para guiar una conversación con el(los) maestro(a(s) de su niño para poder poner en enfoque en las áreas de estudio que requieran mejoramiento. Los padres y los tutores deben revisar las áreas problemáticas con el(los) maestro(a(s) de su niño y discutir la ayuda específica necesaria para mejorar el rendimiento de su niño.

Si usan el programa de pruebas de certificación (CST) en el sitio de la internet bajo “Departamento de Educación de California” (CDE), usted debe solicitar una junta para reunirse con el(los) maestro(a(s) de su niño para discutir estos resultados.

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

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

### Más sobre el programa STAR

Reporte individual de los resultados de STAR

Estimado Padre/Tutor:

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

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

El superintendente de educación pública del estado,

JACK O'CONNELL
Supervisor de instrucción pública del estado

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

Calificaciones de su niño

Lengua y Literatura

<table>
<thead>
<tr>
<th>Porcentaje</th>
<th>Calificación</th>
</tr>
</thead>
<tbody>
<tr>
<td>76-100%</td>
<td>73%</td>
</tr>
<tr>
<td>51-75%</td>
<td></td>
</tr>
<tr>
<td>26-50%</td>
<td></td>
</tr>
<tr>
<td>0-25%</td>
<td></td>
</tr>
</tbody>
</table>

El porcentaje correcto de su niño en Lengua y Literatura es 73%.

Matemáticas

<table>
<thead>
<tr>
<th>Porcentaje</th>
<th>Calificación</th>
</tr>
</thead>
<tbody>
<tr>
<td>76-100%</td>
<td>75%</td>
</tr>
<tr>
<td>51-75%</td>
<td></td>
</tr>
<tr>
<td>26-50%</td>
<td></td>
</tr>
<tr>
<td>0-25%</td>
<td></td>
</tr>
</tbody>
</table>

El porcentaje correcto de su niño en Matemáticas es 75%.
Sample STAR Student Report for the Standards-based Tests in Spanish – Spanish Version (Grade Seven—Back)

Destrezas y necesidades del estudiante basadas en estas pruebas

**Lengua y Literatura**  
GRADO 7  
Áreas de contenido 
Q de su niño %

- **Lectura**  
  - Análisis de la palabra, fluidez y desarrollo lector 14 70%  
  - Comprensión de lectura 7 47%  
  - Respuestas y análisis literarios 6 67%  
  - Expresión escrita  
  - Reglamentación del lenguaje escrito 16 89%  
  - Estrategias de la escritura 13 87%

- **Matemáticas**  
  GRADO 7  
  Áreas de contenido 
Q de su niño %

- **Sentido Numérico**  
  - Números racionales 11 65%  
  - Exponentes, potencias y raíces  
  - Relaciones cuantitativas y evaluación de expresiones 10 71%  
  - Solución de problemas de varios pasos, uso de gráficos y funciones 17 94%  
  - Medidas y Geometría 7 60%  
  - Estadística, Análisis de Datos, y Probabilidad 2 50%

¿Cómo debo yo utilizar estos resultados de STS?

Este año, todos los estudiantes hablantes de inglés como segunda lengua del segundo al undécimo grado fueron requeridos a realizar las pruebas GTB si:  
- Llevan menos de 12 meses matriculados en una escuela en los Estados Unidos (cumplimiento), o  
- Recibieron instrucción en español en el para el primer o segundo año de segunda lengua en el país de Estados Unidos.

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

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

Estos resultados también tienen como propósito asegurar que su hijo reciba la mejor educación posible. Si su hijo no está alcanzando los niveles que usted desea, estos resultados pueden ser un punto de partida para una conversación con el/la maestro/a de su hijo para poder poner enfoque en las áreas de estudio que requieran mejoramiento. Los padres y los tutores deben revisar las áreas problemáticas con el/la maestro/a de su hijo y discutir la ayuda específica necesaria para mejorar el rendimiento de su hijo.

Si usted tiene preguntas acerca del contenido de la evaluación, los Estándares de Contenido Académico de California están disponibles en el sitio de Internet bajo “Departamento de Educación de California” (CDE). Usted debe solicitar una copia para reunirse con el/la maestro/a de su hijo para discutir estos resultados.

Los resultados del STB en lengua y literatura incluyen el porcentaje correcto del estudiante para cada una de las tres áreas de contenido: análisis de la palabra y desarrollo de vocabulario, comprensión de lectura, respuesta y análisis literario; reglamentación de lenguaje escrito; y estrategias de la expresión escrita.

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

Más sobre el programa STAR

Más información acerca del programa STAR, como ejemplos de preguntas de las pruebas CST, está disponible en el sitio Web del Departamento de Educación de California (CDE) en http://www.cde.ca.gov/ta/tg/star.
Sample STAR Student Report for the Standards-based Tests in Spanish – Spanish Version (Grade Eleven—Front)

Reporte individual de los resultados de STAR

UTILIZANDO LA EVALUACIÓN PARA APOYAR EL APRENDIZAJE DE LOS ESTUDIANTES

NÚM. DE IDENTIFICACIÓN LOCAL: 9999999999
NÚM. DEL ESTUDIANTE: 0000000002
GRADO: 11
FECHA DE NACIMIENTO: 03/01/1992
FECHA DE LA PRUEBA: Primavera 2009

PARA PADRE DE FAMILIA/TUTOR DE:
MARÍA RAMÍREZ
1234 Main Street
City, CA 12345

ESCOLA: CALIFORNIA High School
DISTrito: CALIFORNIA Unified

Resultado general del niño en las Pruebas en español basadas en los estándares de California

Calificaciones de su niño

Lengua y Literatura

<table>
<thead>
<tr>
<th>Porcentaje</th>
<th>Nota</th>
</tr>
</thead>
<tbody>
<tr>
<td>76-100%</td>
<td>83%</td>
</tr>
<tr>
<td>51-75%</td>
<td></td>
</tr>
<tr>
<td>26-50%</td>
<td></td>
</tr>
<tr>
<td>0-25%</td>
<td></td>
</tr>
</tbody>
</table>

El porcentaje correcto de su niño en Lengua y Literatura es 83%.

Geometría

<table>
<thead>
<tr>
<th>Porcentaje</th>
<th>Nota</th>
</tr>
</thead>
<tbody>
<tr>
<td>76-100%</td>
<td>85%</td>
</tr>
<tr>
<td>51-75%</td>
<td></td>
</tr>
<tr>
<td>26-50%</td>
<td></td>
</tr>
<tr>
<td>0-25%</td>
<td></td>
</tr>
</tbody>
</table>

El porcentaje correcto de su niño en Geometría es 85%.
Sample STAR Student Report for the Standards-based Tests in Spanish – Spanish Version (Grade Eleven—Back)

MARIANA RAMIREZ

Destrezas y necesidades del estudiante basadas en estas pruebas

<table>
<thead>
<tr>
<th>Lengua y Literatura</th>
<th>Geometría</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Áreas de contenido</strong></td>
<td><strong>Áreas de contenido</strong></td>
</tr>
<tr>
<td><strong>Lectura</strong></td>
<td><strong>Geometría</strong></td>
</tr>
<tr>
<td>Análisis de la palabra, fluidez, y desarrollo sistemático del vocabulario</td>
<td>Logica y pruebas geométricas</td>
</tr>
<tr>
<td>La información sobre el porcentaje correcto no está disponible</td>
<td>Fórmulas de volumen y área</td>
</tr>
<tr>
<td>Comprensión de lectura</td>
<td>Relación de ángulos, construcciones y rectas</td>
</tr>
<tr>
<td>Respuestas y análisis literarios</td>
<td>La información sobre el porcentaje correcto no está disponible</td>
</tr>
<tr>
<td><strong>Expresión Escrita</strong></td>
<td></td>
</tr>
<tr>
<td>Reglas del lenguaje escrito y hablado</td>
<td></td>
</tr>
<tr>
<td>Estrategias de la escritura</td>
<td></td>
</tr>
</tbody>
</table>

¿Cómo debo yo utilizar estos resultados de STS?

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

Más sobre el programa STAR

This guide will help you follow your child’s report and the recommendations that are provided. Some sections of your child’s report are translated word for word, and other sections are translated more generally.

1. Your child’s information
Here you find your child’s student number, date of birth, grade, test date, school, and district. If available, your mailing address also appears in this section.

2. Introductory Letter from the State Superintendent of Public Instruction
Dear Parent/Guardian,
Each year, California’s Standardized Testing and Reporting Program (STAR) includes the Standards-based Tests in Spanish (STS). These tests, in reading/language arts and mathematics, measure your child’s progress in meeting California’s world class content standards in your home language – Spanish. These content standards describe what all students should know and be able to do at each grade level.
This report shows your child’s scores on the STS. I encourage you to discuss the results with your child and your child’s teacher(s) and to look at both your child’s STS and California Standards Tests (CST) results, which are the standards-based assessments administered to your child in English. Both STS and CST results help us understand how well your child is doing and how we might be able to work with all of our students to prepare them to succeed in school and beyond.

3. Your child’s results on the STS
Your child was tested for reading/language arts and mathematics. Scores are provided for all of the tests your child took. If your child did not take the STS for Reading/Language Arts or the STS for Mathematics or if a score was not to be reported, this is noted on the report.

Your child’s scale scores and performance levels—If your child was in grade two, three, or four, the number at the top of each bar is your child’s exact score on the test. The colored boxes to the left and the text at the bottom of each black bar provide your child’s performance level in each subject. There are five performance levels: advanced, proficient, basic, below basic, and far below basic. The goal in California is to have all students perform at the proficient or advanced level.

Your child’s scores—For grades five through eleven, see how your child did on the STS by looking at the vertical black bars below each subject heading. The number at the top of each bar is your child’s percent correct on the test.

4 Your child’s strengths and needs based on these tests

These charts show how your child did in the different content areas for each test taken. The subject for each test is listed at the top of each chart. Reports for students include reading/language arts and mathematics.

The questions on the STS are grouped into the content areas on the left of each chart. These content areas are based on the California content standards, which describe what your child should know and be able to do at each grade. (If your child did not take any of the STS tests expected for his/her grade level or if a score was unavailable to be reported, this is noted on the report.)

For students in grades two through seven, next to the name of each content area is the number and percentage of questions your child answered correctly in that content area, represented by a diamond on the chart.

For students in grades eight through eleven, only the name of the content area is printed; the number and percent correct information are not available.

5 How should I use these STAR Program results?

This section suggests ways to monitor your child’s educational progress, including through classroom tests, assignments, and grades. You can use these sources of information to talk with your child’s teacher about specific areas for improvement.

6 More about the STAR Program

This section provides information about how you can find answers to your questions about the STAR Program and your child’s test results.
DATOS DE SU HIJO
Aquí aparece el número de estudiante de su hijo, su fecha de nacimiento, el grado, la fecha de la prueba, la escuela y el distrito. También se incluye en esta sección su dirección postal, si está disponible.

CARTA DE PRESENTACIÓN DEL SUPERINTENDENTE DE INSTRUCCIÓN PÚBLICA DEL ESTADO
Estimado Padre de familia/Tutor:
Cada año, el Programa de Exámenes y Reportes Estandarizados (Programa STAR) incluye las Pruebas en Español Basadas en los Estándares de California (STS). Estas pruebas, en lengua y literatura, y matemáticas, miden el progreso de su hijo para alcanzar los estándares de categoría mundial de contenido académico de California y en su idioma nativo, el español. Estos estándares de contenidos miden lo que todos los estudiantes deben saber y poder hacer en cada nivel de grado.

Este reporte muestra las calificaciones de su hijo en la prueba STS. Le recomiendo que hable de los resultados con su hijo, así como con su maestro o maestros, y que también revise los resultados de su hijo en ambas pruebas, la prueba STS y las Pruebas de los Estándares Académicos de California (CST), las cuales son las evaluaciones basadas en los estándares académicos y son administradas a su hijo en inglés. Los resultados de las pruebas STS y CST nos ayudan a entender el progreso de su hijo, y cómo nosotros podríamos trabajar con todos nuestros estudiantes para que triunfen en la escuela y en el futuro.

RESULTADOS DE SU HIJO EN LA PRUEBA STS
Su hijo tomó pruebas de lectura, lengua y literatura, y matemáticas. Se proporcionan las calificaciones de todas las pruebas que tomó su hijo. En el reporte se indicará si su hijo no tomó la prueba STS de lectura/lengua y literatura o la prueba STS de matemáticas o si no estaba previsto que se reportara una calificación.

CALIFICACIONES DE ESCALA Y NIVELÉS DE RENDIMIENTO DE SU HIJO
Si su hijo estaba en el grado 2º, 3º o 4º, el número que figura en la parte superior de cada barra representa la calificación exacta de su hijo en la prueba. Los casilleros coloreados a la izquierda y el texto que figura en la parte inferior de cada barra negra indican el nivel de rendimiento de su hijo en cada materia. Hay cinco niveles de rendimiento: avanzado, proficient, básico, por debajo del básico y muy por debajo del básico. La meta en California es que todos los estudiantes alcancen el nivel de proficient o avanzado.

LAS CALIFICACIONES DE SU HIJO
Para los grados 5º al 11º, usted puede ver los resultados de su hijo en la prueba STS consultando las barras negras verticales situadas debajo del encabezado de cada materia. El número que figura en la parte superior de cada barra es el porcentaje de respuestas correctas de su hijo en la prueba.
4. Puntos fuertes y necesidades de su hijo según estas pruebas

Los cuadros muestran el rendimiento de sus hijos en las diferentes áreas de contenido de cada prueba que tomaron. La materia a la que corresponde cada prueba figura en la parte superior de cada cuadro. Los boletines de los estudiantes incluyen lengua y literatura, y matemáticas. Las preguntas de la prueba STS aparecen agrupadas en las áreas de contenido a la izquierda de cada cuadro. Estas áreas de contenido se basan en estándares académicos de contenidos de California, los cuales describen lo que su hijo debe saber y poder hacer en cada grado. (Si su hijo no tomó ninguna de las pruebas SAS previstas para su nivel de grado o si alguna calificación no estaba disponible para ser reportada, esta información deberá constar en el reporte.)

Para los estudiantes de los grados 2° a 7°, al lado del nombre de cada área figura el número y porcentaje de preguntas que su hijo respondió correctamente en esa área de contenido, representado por un rombo en el cuadro.

Para los estudiantes de los grados 8° a 11°, sólo se imprime el nombre del área de contenido; la información referente al número y porcentaje de respuestas correctas no está disponible.

5. ¿Cómo debo utilizar los resultados del Programa STAR?

En esta sección se sugieren otras de supervisar el progreso educativo de sus hijos, incluidas las pruebas en el aula, tareas y calificaciones. Puede utilizar estas fuentes de información para hablar con el maestro de sus hijos sobre las áreas específicas que debe mejorar.

6. Más acerca del Programa STAR

En esta sección se proporciona información acerca de cómo obtener respuestas a sus preguntas referentes al Programa STAR y a los resultados de sus hijos en la prueba.
Student Reports
Explaining 2009 STAR Program Student Reports to Parents and Guardians

Resources for Use by School District and School Staff

Appendixes
Appendix A
Glossary of Terms and Acronyms
Appendix B
Resources Available on the Internet
Appendix A
Glossary of Terms and Acronyms

Academic Performance Index
The Academic Performance Index (API) is a state requirement under the Public Schools Accountability Act of 1999. The API is a single number that ranges from 200 to 1000 and indicates how well a school performed academically the previous year. A complete explanation of the API is available on the California Department of Education API Web page at http://www.cde.ca.gov/ta/ac/ap/.

accommodations
Accommodations are variations in the administration of an assessment. Accommodations include variations in scheduling, setting, timing, response mode, presentation format, and others. The term “accommodation” commonly refers to changes that do not alter in any significant way what the test measures or the comparability of scores. Accommodations are identified in a student’s individualized education program (IEP) or Section 504 plan and should be used regularly during classroom instruction and assessments. A list of the allowable accommodations is provided in “Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007),” which is available on the California Department of Education Student Testing Web page at http://www.cde.ca.gov/ta/tg/sa/.

adequate yearly progress
Adequate yearly progress (AYP) is a requirement under the federal No Child Left Behind (NCLB) Act of 2001. Under the NCLB criteria, schools and local educational agencies (i.e., school districts and county offices of education) must meet or exceed specified criteria annually in order to make AYP. A complete explanation of AYP is available on the California Department of Education AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.
average percent correct

For reports of STAR Program test results, this statistic is the arithmetic mean or average of the percent correct scores for groups of students who took the test for each grade and subject tested.

blueprints

The blueprints outline the specific California content standards tested and the number of questions by grade, subject, or course for each standards-based test component of the STAR Program.

California Alternate Performance Assessment

The California Alternate Performance Assessment (CAPA) measures students’ achievement of California’s content standards for English–language arts, mathematics, and science. The CAPA is an alternate assessment for students in grades two through eleven who have significant cognitive disabilities and cannot take the CSTs, even with accommodations or modifications.

California Modified Assessment

The California Modified Assessment (CMA) measures students’ achievement of California’s content standards for English–language arts in grades three through eight, for mathematics in grades three through seven, and for science in grades five and eight. This alternate assessment, based on modified achievement standards, is for students with disabilities who have an individualized education program (IEP) and who meet CMA eligibility criteria approved by the State Board of Education.

California Standards Tests

The California Standards Tests (CSTs) measure students’ achievement of California’s content standards in English–language arts, mathematics, history–social science, and science. The CSTs are for students in grades two through eleven.

content standards

Adopted by the State Board of Education, California’s content standards are statements that describe what all students in
California’s public schools should know and be able to do in particular subjects or courses and grades. These standards define for administrators, teachers, parents, guardians, students, and the community what is expected for all students.

end-of-course

The end-of-course designation summarizes the results for all students across grades within a school, district, county, or the state who took each end-of-course California Standards Test (CST), such as Algebra I, Biology, or World History.

mean scale score

A mean scale score reported for the STAR Program tests is the arithmetic mean or average of the scale scores for groups of students who took the test without modifications.

modifications

A modification is a change to the testing conditions, procedures, and/or formatting; therefore, the results are counted differently for accountability and reporting purposes. A list of the allowable modifications is provided in “Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007),” which is available on the California Department of Education Student Testing Web page at http://www.cde.ca.gov/ta/tg/sa/.

No Child Left Behind Act of 2001

The No Child Left Behind (NCLB) Act of 2001 is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act. The NCLB mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state’s content standards for proficiency in English–language arts and mathematics by 2014. Schools, school districts, county offices of education, and the state must demonstrate adequate yearly progress (AYP) toward achieving that goal.
performance levels

Performance levels are ranges of scores in which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular achievement level. California has identified five performance levels for reporting individual student and group test results of the California Standards Tests (CSTs), the California Modified Assessment (CMA), the California Alternate Performance Assessment (CAPA), and the Standards-based Tests in Spanish (STS). The five levels are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to perform at the proficient or advanced level on the CSTs.

released test questions

Released test questions (RTQs) are selected questions taken from prior test administrations (2003–08) of the California Standards Tests (CSTs) for English–Language Arts, Mathematics, History–Social Science, and Science. These questions cover a selection of California’s content standards, demonstrate a range of difficulties, and represent a variety of ways in which students’ achievement of the content standards can be assessed. Because RTQs are released to the public, they will not appear on future CSTs.

scale score

A scale score is derived from the number or percentage of questions that students must answer correctly to score at each performance level. Higher scale scores indicate higher levels of performance, while lower scale scores indicate lower levels of performance.

scoring rubric

A scoring rubric presents guidelines that are used to score the student work written in response to the writing tasks that are a part of the California Standards Test (CST) for English–Language Arts and the California Modified Assessment (CMA) for English–Language Arts in grades four and seven. The criteria in the rubrics address the standards for writing strategies, writing applications, and written conventions that are a part of California’s English–language arts content standards. Readers use the rubrics to assign a score from 4 (high) to 1 (low) to each student’s written response.
The score is then doubled and combined with the results of the multiple-choice questions to produce an overall score for English–language arts.

**standardized assessments**

Standardized assessments have a consistent set of procedures for designing, administering, and scoring the assessments. The purpose of standardization is to ensure that all students are assessed under the same conditions so that their scores will have the same meaning and will not be influenced by differing conditions.

**Standardized Testing and Reporting Program**

First authorized by law in 1997, the Standardized Testing and Reporting (STAR) Program is administered annually to California’s public school students in grades two through eleven. The purpose of this program is to measure how well students are learning the knowledge and skills set forth by the state content standards, adopted by the State Board of Education, for English–language arts, mathematics, history–social science, and science. The STAR Program for 2009 has four components:

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

**standards-based assessments**

Standards-based assessments are developed to align with specific California content standards. Results on standards-based assessments are reported on the basis of clearly defined performance categories or levels. The California Standards Tests (CSTs), California Modified Assessment (CMA), California Alternate Performance Assessment (CAPA), and Standards-based Tests in Spanish (STS) are standards-based assessments.
Standards-based Tests in Spanish

The Standards-based Tests in Spanish (STS) consist of achievement tests in Spanish, developed exclusively for California’s Spanish-speaking English learners. The STS is designed to assess the academic knowledge of these students with respect to California’s content standards for reading/language arts and mathematics.

State Board of Education

The State Board of Education (SBE) is the state education agency that sets education policy for kindergarten through grade twelve in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for kindergarten through grade eight, adopts regulations to implement legislation, and has the authority to grant waivers of the Education Code. The SBE has eleven members who are appointed by the Governor.

subgroup

A subgroup is a well-defined group of students. For example, the federal No Child Left Behind Act of 2001 identifies specific subgroups of students who must achieve adequate yearly progress (AYP). These identified subgroups are race or ethnicity, students with disabilities, limited-English proficient, and socioeconomically disadvantaged.

test variations

A test variation is a change in the manner in which a test is presented or administered or in how a test taker is allowed to respond. It includes, but is not limited to, accommodations and/or modifications.

writing prompt

A writing prompt is a task that a student is to complete. The prompt includes all pertinent information the student needs to write a response. Writing prompts are included in the California Standards Test (CST) for English–Language Arts and the California Modified Assessment (CMA) for English–Language Arts in grades four and seven. Each of these tests includes one writing prompt.
Appendix B
Resources Available on the Internet

California Department of Education Resources

**Academic Performance Index**
http://www.cde.ca.gov/ta/ac/ap/

**Adequately Yearly Progress**
http://www.cde.ca.gov/ta/ac/ay/

**California Reading List**
http://www.cde.ca.gov/ta/tg/sr/readinglist.asp

**California Standards Test Released Test Questions**
http://www.cde.ca.gov/ta/tg/sr/resources.asp

**Content Standards**
http://www.cde.ca.gov/be/st/ss/

**DataQuest Parents Reference Page**
http://dq.cde.ca.gov/dataquest/DQP.htm

**Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)**
http://www.cde.ca.gov/ta/tg/sa/

**Standardized Testing and Reporting**
http://www.cde.ca.gov/ta/tg/sr/

**STAR CAPA Blueprints**
http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp

**STAR CMA Blueprints**
http://www.cde.ca.gov/ta/tg/sr/cmablueprints.asp

**STAR CST Blueprints**
http://www.cde.ca.gov/ta/tg/sr/blueprints.asp

**STAR Program Resources**
http://www.cde.ca.gov/ta/tg/sr/resources.asp
STAR STS Blueprints
http://www.cde.ca.gov/ta/tg/sr/stsblueprints.asp

STAR 2008 Test Results
(Note: School, district, county, and statewide summary results are available on this Web page.)
http://star.cde.ca.gov/

Teacher Guides to the California Writing Standards Test
http://www.cde.ca.gov/ta/tg/sr/resources.asp

Outside Sources

California State University English Success
http://www.csuenglishsuccess.org/ (Outside Source)

California State University Math Success
http://www.csumathsuccess.org/ (Outside Source)

Early Assessment Program
http://www.calstate.edu/eap/ (Outside Source)