What is the STAR (CST, CMA, CAPA, STS)?
Helpful Information for Families

What is it?
The California Department of Education (CDE) requires all public schools to participate in the Standardized Testing and Reporting (STAR) program which includes four tests: 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 STAR program measures what students know based on the California content standards* in various subjects areas including English Language Arts, mathematics, science, and history-social science.

Who takes it?
Students in grades 2 through 11

When are they?
STAR tests are taken by students at the end of the Spring semester each year. Families receive a report of their child’s performance via mail in late August for the previous academic year.

What do CST levels mean?
- There are five performance levels for reporting STAR results: Advanced, Proficient, Basic, Below Basic, Far Below Basic.
- Students who score Proficient and Advanced are generally performing at and above grade-level. Students who score Basic, Below Basic and Far-Below Basic are generally achieving below grade level.

How do teachers use CST data to help students?
- Teachers can identify students who need intervention and support.
- Teachers can also look at individual student performance to identify areas of strength and weakness such as writing versus reading comprehension in English Language Arts.

Because the great majority of students take the CST, CST results are often used to report overall school performance of students taking STAR tests. For this reason CST is used through the remainder of this handout to refer to the most commonly taken STAR test.

*The standards are a written description of what students should know and be able to do in a particular content or subject area.
Things you can do!

- Know your child’s performance on the CST. If your child took the CST and you have not received a STAR Student Report, update your address at the district EPC office.

- Review CST performance with your child’s teacher or counselor. Ask them to print a Student Profile Report from DataDirector so you can review your child’s year to year progress.

- Ask your child’s teacher(s) to explain grade level expectations. Ask what support or enrichment he or she offers to students performing at or above grade level and what you can do at home to help.

To learn more or view sample questions go to:  
http://starsamplequestions.org

Example 1: Elementary

**Grade Two: Mathematics**

**Question 2 (Proficient Sample)**

Andrew had fifteen pennies. He found some more, and now he has thirty-three. Which number sentence could be used to find how many pennies he found?

\[ 15 + \square = 33 \]  
\[ \square - 33 = 15 \]

Correct answer: C

Example 2: High School

**Chemistry**

**Question 4 (Advanced Sample)**

Under the same conditions of pressure and temperature, a liquid differs from a gas because the molecules of the liquid

A. have no regular arrangement.  
B. are in constant motion.  
C. have stronger forces of attraction between them.  
D. take the shape of the container they are in.

Correct answer: C

Example 3: Middle School

**Grade Six: English-Language Arts**

This reading selection is for the question on the page that follows.

**Spotted Cats**

1. Several members of the cat family have spotted fur. Do you know the difference between a leopard, a jaguar, and a cheetah? From a distance they may appear somewhat similar. Examined at closer range, however, they are clearly different cats. They differ in various ways, including where they live, how big they are, how they move and hunt, and how their fur is marked.

2. Of all the big cats in the wild, the true leopard is found across the largest area. Leopards live in much of Asia and Africa. A leopard grows to be from 3 to 6 feet long, with an added 3 feet of tail. Leopards are skilled climbers that can hunt monkeys in trees. They can also lie in wait and pounce on passing prey. When food sources are scarce, they might eat fruit, field mice, and large insects. Leopard spots are not actually solid spots; they are broken circles.

3. The jaguar is native to the Americas. Its natural range is from the southern United States to northern Argentina, with the largest concentration of jaguars being in Brazil and Central America. The beauty and power of the jaguar inspired worship among ancient peoples. It measures between 3 and 6 feet long without the tail, which adds another 1½ to 3½ feet. Possessing a large head and body, the jaguar has legs that are shorter and thicker than a leopard’s. Jaguars are excellent climbers and can swim well. They dine on a variety of land, tree, and water creatures. Their fur can be a vivid yellow color or a mousy shade, their "spots" are referred to as rosettes. Each rosette is large and black, consisting of a middle spot with a circle of spots around it.

4. Most cheetahs live in the wilds of Africa. There are also some in Iran and northeastern Afghanistan. The cheetah’s head is smaller than the leopard’s, and its body is longer. This cat is built for speed. Its legs are much longer than the leopard’s, allowing it to run at speeds of up to 70 miles per hour. This incredible ability helps the cheetah catch their dinner, which is usually an unfortunate antelope. A cheetah’s spots are simply black spots, not rosettes or circles.

5. Other spotted cats include the smaller ocelot, mainly of Central and South America, and the lynx or bobcat, mainly of North America. What all of these cats have in common is that they are wild, powerful animals of tremendous grace and beauty.

View sample questions and download helpful parent information on subject and grade level tests. (See examples.)
What is the STAR (CST, CMA, CAPA, STS)?
Helpful Information for Families

What is it?
The California Department of Education (CDE) requires all public schools to participate in the Standardized Testing and Reporting (STAR) program which includes four tests: 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 STAR program measures what students know based on the California content standards* in various subjects areas including English Language Arts, mathematics, science, and history-social science.

Who takes it?
Students in grades 2 through 11

When are they?
STAR tests are taken by students at the end of the Spring semester each year. Families receive a report of their child's performance via mail in late August for the previous academic year.

What do CST levels mean?
- There are five performance levels for reporting STAR results: Advanced, Proficient, Basic, Below Basic, Far Below Basic.
- Students who score Proficient and Advanced are generally performing at and above grade-level. Students who score Basic, Below Basic and Far-Below Basic are generally achieving below grade level.

How do teachers use CST data to help students?
- Teachers can identify students who need intervention and support.
- Teachers can also look at individual student performance to identify areas of strength and weakness such as writing versus reading comprehension in English Language Arts.

*The standards are a written description of what students should know and be able to do in a particular content or subject area.
Things you can do!

- Know your child’s performance on the CST. If your child took the CST and you have not received a STAR Student Report, update your address at the district EPC office.

- Review CST performance with your child’s teacher or counselor. Ask them to print a Student Profile Report from DataDirector so you can review your child’s year to year progress.

- Ask your child’s teacher(s) to explain grade level expectations. Ask what support or enrichment he or she offers to students performing at or above grade level and what you can do at home to help.

To learn more or view sample questions go to: http://starsamplequestions.org

View sample questions and download helpful parent information on subject and grade level tests. (See examples.)

Example 1: Elementary

**Grade Two: Mathematics**

**Question 2 (Proficient Sample)**

Andrew had fifteen pennies. He found some more, and now he has thirty-three. Which number sentence could be used to find how many pennies he found?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>+</td>
<td>33</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>

Example 2: High School

**Chemistry**

**Question 4 (Advanced Sample)**

Under the same conditions of pressure and temperature, a liquid differs from a gas because the molecules of the liquid—

A. have no regular arrangement.

B. are in constant motion.

C. have stronger forces of attraction between them.

D. take the shape of the container they are in.

Correct answer: C

This question assesses understanding of the differences in bond strength in liquids and gases.

Standard: Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding this concept, students know the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.

Example 3: Middle School

**Grade Six: English-Language Arts**

This reading selection is for the question on the page that follows.

**Spotted Cats**

1. Several members of the cat family have spotted fur. Do you know the difference between a leopard, a jaguar, and a cheetah? From a distance they may appear somewhat similar. Examined at closer range, however, they are clearly different cats. They differ in various ways, including where they live, how big they are, how they move and hunt, and how their fur is marked.

2. Of all the big cats in the wild, the true leopard is found across the largest area. Leopards live in much of Asia and Africa. A leopard grows to be from 3 to 6 feet long, with an added 3 feet of tail. Leopards are skilled climbers that can hunt monkeys in trees. They can also lie in wait and pounce on passing prey. When food sources are scarce, they might eat fruit, field mice, and large insects. Leopard spots are not actually solid spots; they are broken circles.

3. The jaguar is native to the Americas. Its natural range is from the southern United States to northern Argentina, with the largest concentration of jaguars being in Brazil and Central America. The beauty and power of the jaguar inspired worship among ancient peoples. It measures between 3 and 5 feet long without the tail, which adds another 1 1/2 to 2 3/4 feet. Possessing a large head and body, the jaguar has legs that are shorter and thicker than a leopard’s. Jaguars are excellent climbers and can also swim well. They dine on a variety of land, tree, and water creatures. Their fur can be a vivid yellow color or a muddy shade; their “spots” are called rosettes. Each rosette is large and black, consisting of a middle spot with a circle of spots around it.

4. Most cheetahs live in the wilds of Africa. There are also some in Iran and northwestern Afghanistan. The cheetah’s head is smaller than the leopard’s, and its body is longer. This cat is built for speed. Its legs are much longer than the leopard’s, allowing it to run at speeds of up to 70 miles per hour. This incredible ability helps the cheetah catch its dinner, which is usually an unfortunate antelope. A cheetah’s spots are simply black spots, not rosettes or circles.

5. Other spotted cats include the smaller ocelot, mainly of Central and South America, and the lynx or bobcat, mainly of North America. What all of these cats have in common is that they are wild, powerful animals of tremendous grace and beauty.
What is the STAR (CST, CMA, CAPA, STS)?

Helpful Information for Families

What is it?
The California Department of Education (CDE) requires all public schools to participate in the Standardized Testing and Reporting (STAR) program which includes four tests: 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 STAR program measures what students know based on the California content standards* in various subjects areas including English Language Arts, mathematics, science, and history-social science.

Who takes it?
Students in grades 2 through 11

When are they?
STAR tests are taken by students at the end of the Spring semester each year. Families receive a report of their child’s performance via mail in late August for the previous academic year.

What do CST levels mean?
- There are five performance levels for reporting STAR results: Advanced, Proficient, Basic, Below Basic, Far Below Basic.
- Students who score Proficient and Advanced are generally performing at and above grade-level. Students who score Basic, Below Basic and Far-Below Basic are generally achieving below grade level.

How do teachers use CST data to help students?
- Teachers can identify students who need intervention and support.
- Teachers can also look at individual student performance to identify areas of strength and weakness such as writing versus reading comprehension in English Language Arts.

*The standards are a written description of what students should know and be able to do in a particular content or subject area.
Things you can do!

- Know your child’s performance on the CST. If your child took the CST and you have not received a STAR Student Report, update your address at the district EPC office.
- Review CST performance with your child’s teacher or counselor. Ask them to print a Student Profile Report from DataDirector so you can review your child’s year to year progress.
- Ask your child’s teacher(s) to explain grade level expectations. Ask what support or enrichment he or she offers to students performing at or above grade level and what you can do at home to help.

To learn more or view sample questions go to: http://starsamplequestions.org

View sample questions and download helpful parent information on subject and grade level tests. (See examples.)

Example 1: Elementary

**Grade Two: Mathematics**

**Question 2 (Proficient Sample)**

Andrew had fifteen pennies. He found some more, and now he has thirty-three. Which number sentence could be used to find how many pennies he found?

\[
15 + \square = 33 \\
\square - 33 = 15
\]

Correct answer: C

Example 2: High School

**Chemistry**

**Question 4 (Advanced Sample)**

Under the same conditions of pressure and temperature, a liquid differs from a gas because the molecules of the liquid:

A. have no regular arrangement.  
B. are in constant motion.  
C. have stronger forces of attraction between them.  
D. take the shape of the container they are in.

Correct answer: C

*This question assesses understanding of the differences in bond strength in liquids and gases.*

Example 3: Middle School

**Grade Six: English–Language Arts**

This reading selection is for the question on the page that follows.

**Spotted Cats**

1. Several members of the cat family have spotted fur. Do you know the difference between a leopard, a jaguar, and a cheetah? From a distance they may appear somewhat similar. Examined at closer range, however, they are clearly different cats. They differ in various ways, including where they live, how big they are, how they move and hunt, and how their fur is marked.

2. Of all the big cats in the wild, the true leopard is found across the largest area. Leopards live in much of Asia and Africa. A leopard grows to be from 3 to 6 feet long, with an added 3 feet of tail. Leopards are skilled climbers that can hunt monkeys in trees. They can also lie in wait and pounce on passing prey. When food sources are scarce, they might eat fruit, field mice, and large insects. Leopard spots are not actually solid spots; they are broken circles.

3. The jaguar is native to the Americas. Its natural range is from the southern United States to northern Argentina, with the largest concentration of jaguars being in Brazil and Central America. The beauty and power of the jaguar inspired worship among ancient peoples. It measures between 3 and 6 feet long without the tail, which adds another 1 1/2 to 3 1/2 feet. Possessing a large head and body, the jaguar has legs that are shorter and thicker than a leopard’s. Jaguars are excellent climbers and can also swim well. They dine on a variety of land, tree, and water creatures. Their fur can be a vivid yellow color or a russet shade; their “spots” are called rosettes. Each rosette is large and black, consisting of a middle spot with a circle of spots around it.

4. Most cheetahs live in the wilds of Africa. There are also some in Iran and northeastern Afghanistan. The cheetah’s head is smaller than the leopard’s, and its body is longer. This cat is built for speed. Its legs are much longer than the leopard’s, allowing it to run at speeds of up to 70 miles per hour. This incredible ability helps the cheetah catch its dinner, which is usually an unfortunate antelope. A cheetah’s spots are simply black spots, not rosettes or circles.

5. Other spotted cats include the smaller ocelot, mainly of Central and South America, and the lynx or bobcat, mainly of North America. What all of these cats have in common is that they are wild, powerful animals of tremendous grace and beauty.
What is the STAR (CST, CMA, CAPA, STS)?

Helpful Information for Families

What is it?
The California Department of Education (CDE) requires all public schools to participate in the Standardized Testing and Reporting (STAR) program which includes four tests: 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 STAR program measures what students know based on the California content standards* in various subjects areas including English Language Arts, mathematics, science, and history-social science.

Who takes it?
Students in grades 2 through 11

When are they?
STAR tests are taken by students at the end of the Spring semester each year. Families receive a report of their child’s performance via mail in late August for the previous academic year.

What do CST levels mean?
- There are five performance levels for reporting STAR results: Advanced, Proficient, Basic, Below Basic, Far Below Basic.
- Students who score Proficient and Advanced are generally performing at and above grade-level. Students who score Basic, Below Basic and Far-Below Basic are generally achieving below grade level.

How do teachers use CST data to help students?
- Teachers can identify students who need intervention and support.
- Teachers can also look at individual student performance to identify areas of strength and weakness such as writing versus reading comprehension in English Language Arts.

*The standards are a written description of what students should know and be able to do in a particular content or subject area.
Things you can do!

→ Know your child’s performance on the CST. If your child took the CST and you have not received a STAR Student Report, update your address at the district EPC office.

→ Review CST performance with your child’s teacher or counselor. Ask them to print a Student Profile Report from DataDirector so you can review your child’s year to year progress.

→ Ask your child’s teacher(s) to explain grade level expectations. Ask what support or enrichment he or she offers to students performing at or above grade level and what you can do at home to help.

To learn more or view sample questions go to: http://starsamplequestions.org

View sample questions and download helpful parent information on subject and grade level tests. (See examples.)

Example 1: Elementary

**Grade Two: Mathematics**

Question 2 (Proficient Sample)

Andrew had fifteen pennies. He found some more, and now he has thirty-three. Which number sentence could be used to find how many pennies he found?

- 15 + □ = 33
- □ − 33 = 15
- 15 + 33 = □
- □ − 15 = 33

Example 2: High School

**Chemistry**

Question 4 (Advanced Sample)

Under the same conditions of pressure and temperature, a liquid differs from a gas because the molecules of the liquid:

A. have no regular arrangement.
B. are in constant motion.
C. have stronger forces of attraction between them.
D. take the shape of the container they are in.

Correct answer: C

This question assesses understanding of the differences in bond strength in liquids and gases.

Standard: Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding this concept: Students know the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.

Example 3: Middle School

**Grade Six: English–Language Arts**

This reading selection is for the question on the page that follows.

**Spotted Cats**

1. Several members of the cat family have spotted fur. Do you know the difference between a leopard, a jaguar, and a cheetah? From a distance they may appear somewhat similar. Examined at closer range, however, they are clearly different cats. They differ in various ways, including where they live, how big they are, how they move and hunt, and how their fur is marked.

2. Of all the big cats in the wild, the true leopard is found across the largest area. Leopards live in much of Asia and Africa. A leopard grows to be from 3 to 5 feet long, with an added 3 feet of tail. Leopards are skilled climbers that can hunt monkeys in trees. They can also lie in wait and pounce on passing prey. When food sources are scarce, they might eat fruit, field mice, and large insects. Leopard spots are not actually solid spots; they are broken circles.

3. The jaguar is native to the Americas. Its natural range is from the southern United States to northern Argentina, with the largest concentration of jaguars being in Brazil and Central America. The beauty and power of the jaguar inspired worship among ancient peoples. It measures between 3 and 6 feet long without the tail, which adds another 1½ to 2½ feet. Possessing a large head and body, the jaguar has legs that are shorter and thicker than a leopard’s. Jaguars are excellent climbers and can also swim well. They dine on a variety of land, tree, and water creatures. Their fur can be a vivid yellow color or a muddy shade; their “spots” are called rosettes. Each rosette is large and black, consisting of a middle spot with a circle of spots around it.

4. Most cheetahs live in the wilds of Africa. There are also some in Iran and northwestern Afghanistan. The cheetah’s head is smaller than the leopard’s, and its body is longer. This cat is built for speed. Its legs are much longer than the leopard’s, allowing it to run at speeds of up to 70 miles per hour! This incredible ability helps the cheetah catch its dinner, which is usually an unfortunate antelope. A cheetah’s spots are simply black spots, not rosettes or circles.

5. Other spotted cats include the smaller ocelot, mainly of Central and South America, and the lynx or bobcat, mainly of North America. What all of these cats have in common is that they are wild, powerful animals of tremendous grace and beauty.
What is the STAR (CST, CMA, CAPA, STS)?

Helpful Information for Families

What is it?
The California Department of Education (CDE) requires all public schools to participate in the Standardized Testing and Reporting (STAR) program which includes four tests: 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 STAR program measures what students know based on the California content standards* in various subjects areas including English Language Arts, mathematics, science, and history-social science.

Who takes it?
Students in grades 2 through 11

When are they?
STAR tests are taken by students at the end of the Spring semester each year. Families receive a report of their child’s performance via mail in late August for the previous academic year.

What do CST levels mean?
- There are five performance levels for reporting STAR results: Advanced, Proficient, Basic, Below Basic, Far Below Basic.
- Students who score Proficient and Advanced are generally performing at and above grade-level. Students who score Basic, Below Basic and Far-Below Basic are generally achieving below grade level.

How do teachers use CST data to help students?
- Teachers can identify students who need intervention and support.
- Teachers can also look at individual student performance to identify areas of strength and weakness such as writing versus reading comprehension in English Language Arts.

Because the great majority of students take the CST, CST results are often used to report overall school performance of students taking STAR tests. For this reason CST is used through the remainder of this handout to refer to the most commonly taken STAR test.

*The standards are a written description of what students should know and be able to do in a particular content or subject area.
Things you can do!

- Know your child’s performance on the CST. If your child took the CST and you have not received a STAR Student Report, update your address at the district EPC office.

- Review CST performance with your child’s teacher or counselor. Ask them to print a Student Profile Report from DataDirector so you can review your child’s year to year progress.

- Ask your child’s teacher(s) to explain grade level expectations. Ask what support or enrichment he or she offers to students performing at or above grade level and what you can do at home to help.

To learn more or view sample questions go to: http://starsamplequestions.org

View sample questions and download helpful parent information on subject and grade level tests. (See examples.)

Example 1: Elementary

**Grade Two: Mathematics**

**Question 2 (Proficient Sample)**

Andrew had fifteen pennies. He found some more, and now he has thirty-three. Which number sentence could be used to find how many pennies he found?

\[
15 + [\text{ ] } = 33 \quad [\text{ A }]
\]

\[
15 + 33 = [\text{ ] } \quad [\text{ B }]
\]

\[
[\text{ C } ] - 33 = 15
\]

\[
[\text{ D } ] - 15 = 33
\]

Example 2: High School

**Chemistry**

**Question 4 (Advanced Sample)**

Under the same conditions of pressure and temperature, a liquid differs from a gas because the molecules of the liquid:

A. have no regular arrangement.
B. are in constant motion.
C. have stronger forces of attraction between them.
D. take the shape of the container they are in.

Correct answer: C

This question assesses understanding of the differences in bond strength in liquids and gases.

Standard: Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding this concept:

Students know the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.

Example 3: Middle School

**Grade Six: English–Language Arts**

This reading selection is for the question on the page that follows.

**Spotted Cats**

1. Several members of the cat family have spotted fur. Do you know the difference between a leopard, a jaguar, and a cheetah? From a distance they may appear somewhat similar. Examined at closer range, however, they are clearly different cats. They differ in various ways, including where they live, how big they are, how they move and hunt, and how their fur is marked.

2. Of all the big cats in the wild, the true leopard is found across the largest area. Leopards live in much of Asia and Africa. A leopard grows to be from 3 to 6 feet long, with an added 3 feet of tail. Leopards are skilled climbers that can hunt monkeys in trees. They can also lie in wait and pounce on passing prey. When food sources are scarce, they might eat fruit, field mice, and large insects. Leopard spots are not actually solid spots; they are broken circles.

3. The jaguar is native to the Americas. Its natural range is from the southern United States to northern Argentina, with the largest concentration of jaguars being in Brazil and Central America. The beauty and power of the jaguar inspired worship among ancient peoples. They measure between 3 and 6 feet long without the tail, which adds another 1 1/2 to 2 1/4 feet. Possessing a large head and body, the jaguar has legs that are shorter and thicker than a leopard’s. Jaguars are excellent climbers and can also swim well. They dine on a variety of land, tree, and water creatures. Their fur can be a vivid yellow color or a rusty shade, their “spots” are called rosettes. Each rosette is large and black, consisting of a middle spot with a circle of spots around it.

4. Most cheetahs live in the wilds of Africa. There are also some in Iran and northwestern Afghanistan. The cheetah’s head is smaller than the leopard’s, and its body is longer. This cat is built for speed. Its legs are much longer than the leopard’s, allowing it to run at speeds of up to 70 miles per hour. This incredible ability helps the cheetah catch its dinner, which is usually an unfortunate antelope. A cheetah’s spots are simply black spots, not rosettes or circles.

5. Other spotted cats include the smaller ocelot, mainly of Central and South America, and the lynx or bobcat, mainly of North America. What all of these cats have in common is that they are wild, powerful animals of tremendous grace and beauty.
What is the STAR (CST, CMA, CAPA, STS)?
Helpful Information for Families

What is it?
The California Department of Education (CDE) requires all public schools to participate in the Standardized Testing and Reporting (STAR) program which includes four tests: 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 STAR program measures what students know based on the California content standards* in various subjects areas including English Language Arts, mathematics, science, and history-social science.

Who takes it?
Students in grades 2 through 11

When are they?
STAR tests are taken by students at the end of the Spring semester each year. Families receive a report of their child’s performance via mail in late August for the previous academic year.

What do CST levels mean?
- There are five performance levels for reporting STAR results: Advanced, Proficient, Basic, Below Basic, Far Below Basic.
- Students who score Proficient and Advanced are generally performing at and above grade-level. Students who score Basic, Below Basic and Far-Below Basic are generally achieving below grade level.

How do teachers use CST data to help students?
- Teachers can identify students who need intervention and support.
- Teachers can also look at individual student performance to identify areas of strength and weakness such as writing versus reading comprehension in English Language Arts.

*The standards are a written description of what students should know and be able to do in a particular content or subject area.
Things you can do!

- Know your child’s performance on the CST. If your child took the CST and you have not received a STAR Student Report, update your address at the district EPC office.
- Review CST performance with your child’s teacher or counselor. Ask them to print a Student Profile Report from DataDirector so you can review your child’s year to year progress.
- Ask your child’s teacher(s) to explain grade level expectations. Ask what support or enrichment he or she offers to students performing at or above grade level and what you can do at home to help.

To learn more or view sample questions go to: http://starsamplequestions.org

View sample questions and download helpful parent information on subject and grade level tests. (See examples.)

Example 1: Elementary

**Grade Two: Mathematics**

Question 2 (Proficient Sample)

Andrew had fifteen pennies. He found some more, and now he has thirty-three. Which number sentence could be used to find how many pennies he found?

1. 15 + □ = 33
2. □ - 33 = 15
3. 15 + 33 = □
4. □ - 15 = 33

Correct answer: C

Example 2: High School

**Chemistry**

Question 4 (Advanced Sample)

Under the same conditions of pressure and temperature, a liquid differs from a gas because the molecules of the liquid:

A. have no regular arrangement.
B. are in constant motion.
C. have stronger forces of attraction between them.
D. take the shape of the container they are in.

This question assesses understanding of the differences in bond strength in liquids and gases.

Correct answer: C

Example 3: Middle School

**Grade Six: English-Language Arts**

*This reading selection is for the question on the page that follows.*

**Spotted Cats**

1. Several members of the cat family have spotted fur. Do you know the difference between a leopard, a jaguar, and a cheetah? From a distance they may appear somewhat similar. Examined at closer range, however, they are clearly different cats. They differ in various ways, including where they live, how big they are, how they move and hunt, and how their fur is marked.

2. Of all the big cats in the wild, the true leopard is found across the largest area. Leopards live in much of Asia and Africa. A leopard grows to be from 3 to 6 feet long, with an added 3 feet of tail. Leopards are skilled climbers that can hunt monkeys in trees. They can also lie in wait and pounce on passing prey. When food sources are scarce, they might eat fruit, field mice, and large insects. Leopard spots are not actually solid spots; they are broken circles.

3. The jaguar is native to the Americas. Its natural range is from the southern United States to northern Argentina, with the largest concentration of jaguars being in Brazil and Central America. The beauty and power of the jaguar inspired worship among ancient peoples. It measures between 3 and 6 feet long without the tail, which adds another 1 1/2 to 2 1/2 feet. Possessing a large head and body, the jaguar has legs that are shorter and thicker than a leopard’s. Jaguars are excellent climbers and can swim well. They dine on a variety of land, tree, and water creatures. Their fur can be a vivid yellow color or a mazy shade; their “spots” are called rosettes. Each rosette is large and black, consisting of a middle spot with a circle of spots around it.

4. Most cheetahs live in the wilds of Africa. There are also some in Iran and northwestern Afghanistan. The cheetah’s body is smaller than the leopard’s, and its body is longer. This cat is built for speed. Its legs are much longer than the leopard’s, allowing it to run at speeds of up to 70 miles per hour! This incredible ability helps the cheetah catch its dinner, which is usually an unfortunate antelope. A cheetah’s spots are simply black spots, not rosettes or circles.

5. Other spotted cats include the smaller ocelot, mainly of Central and South America, and the lynx or bobcat, mainly of North America. What all of these cats have in common is that they are wild, powerful animals of tremendous grace and beauty.
What is the STAR (CST, CMA, CAPA, STS)?

Helpful Information for Families

What is it?
The California Department of Education (CDE) requires all public schools to participate in the Standardized Testing and Reporting (STAR) program which includes four tests: 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 STAR program measures what students know based on the California content standards* in various subjects areas including English Language Arts, mathematics, science, and history-social science.

Who takes it?
Students in grades 2 through 11

When are they?
STAR tests are taken by students at the end of the Spring semester each year. Families receive a report of their child’s performance via mail in late August for the previous academic year.

What do CST levels mean?
- There are five performance levels for reporting STAR results: Advanced, Proficient, Basic, Below Basic, Far Below Basic.
- Students who score Proficient and Advanced are generally performing at and above grade-level. Students who score Basic, Below Basic and Far-Below Basic are generally achieving below grade level.

How do teachers use CST data to help students?
- Teachers can identify students who need intervention and support.
- Teachers can also look at individual student performance to identify areas of strength and weakness such as writing versus reading comprehension in English Language Arts.

*The standards are a written description of what students should know and be able to do in a particular content or subject area.
Things you can do!

- Know your child’s performance on the CST. If your child took the CST and you have not received a STAR Student Report, update your address at the district EPC office.

- Review CST performance with your child’s teacher or counselor. Ask them to print a Student Profile Report from DataDirector so you can review your child’s year to year progress.

- Ask your child’s teacher(s) to explain grade level expectations. Ask what support or enrichment he or she offers to students performing at or above grade level and what you can do at home to help.

To learn more or view sample questions go to: http://starsamplequestions.org

View sample questions and download helpful parent information on subject and grade level tests. (See examples.)

**Example 1: Elementary**

**Grade Two: Mathematics**

**Question 2 (Proficient Sample)**

Andrew had fifteen pennies. He found some more, and now he has thirty-three. Which number sentence could be used to find how many pennies he found?

- $15 + \boxed{} = 33$
- $33 - 15 = \boxed{}$

- $15 + 33 = \boxed{}$
- $\boxed{} - 15 = 33$

**Example 2: High School**

**Chemistry**

**Question 4 (Advanced Sample)**

Under the same conditions of pressure and temperature, a liquid differs from a gas because the molecules of the liquid:

- A. have no regular arrangement.
- B. are in constant motion.
- C. have stronger forces of attraction between them.
- D. take the shape of the container they are in.

Correct answer: C

This question assessed understanding of the differences in bond strength in liquids and gases.

Standard: Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding this concept, students know the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.

**Example 3: Middle School**

**Grade Six: English-Language Arts**

This reading selection is for the question on the page that follows.

**Spotted Cats**

1. Several members of the cat family have spotted fur. Do you know the difference between a leopard, a jaguar, and a cheetah? From a distance they may appear somewhat similar. Examined at closer range, however, they are clearly different cats. They differ in various ways, including where they live, how big they are, how they move and hunt, and how their fur is marked.

2. Of all the big cats in the wild, the true leopard is found across the largest area. Leopards live in much of Asia and Africa. A leopard grows to be from 3 to 6 feet long, with an added 3 feet of tail. Leopards are skilled climbers that can hunt monkeys in trees. They can also lie in wait and pounce on passing prey. When food sources are scarce, they might eat fruit, field mice, and large insects. Leopard spots are not actually solid spots; they are broken circles.

3. The jaguar is native to the Americas. Its natural range is from the southern United States to northern Argentina, with the largest concentration of jaguars being in Brazil and Central America. The beauty and power of the jaguar inspired worship among ancient peoples. It measures between 3 and 6 feet long without the tail, which adds another 1 1/2 to 2 1/2 feet. Possessing a large head and body, the jaguar has legs that are shorter and thicker than a leopard’s. Jaguars are excellent climbers and can also swim well. They dine on a variety of land, sea, and water creatures. Their fur can be a vivid yellow color or a rosy shade; their “spots” are called rosettes. Each rosette is large and black, consisting of a middle spot with a circle of spots around it.

4. Most cheetahs live in the wilds of Africa. There are also some in Iran and northwestern Afghanistan. The cheetah’s head is smaller than the leopard’s, and its body is longer. This cat is built for speed. Its legs are much longer than the leopard’s, allowing it to run at speeds of up to 70 miles per hour! This incredible ability helps the cheetah catch their dinner, which is usually an unfortunate antelope. A cheetah’s spots are simply black spots, not rosettes or circles.

5. Other spotted cats include the smaller ocelot, mainly of Central and South America, and the lynx or bobcat, mainly of North America. What all of these cats have in common is that they are wild, powerful animals of tremendous grace and beauty.
What is the STAR (CST, CMA, CAPA, STS)?
Helpful Information for Families

What is it?
The California Department of Education (CDE) requires all public schools to participate in the Standardized Testing and Reporting (STAR) program which includes four tests: 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 STAR program measures what students know based on the California content standards* in various subjects areas including English Language Arts, mathematics, science, and history-social science.

Who takes it?
Students in grades 2 through 11

When are they?
STAR tests are taken by students at the end of the Spring semester each year. Families receive a report of their child’s performance via mail in late August for the previous academic year.

Because the great majority of students take the CST, CST results are often used to report overall school performance of students taking STAR tests. For this reason CST is used through the remainder of this handout to refer to the most commonly taken STAR test.

What do CST levels mean?
- There are five performance levels for reporting STAR results: Advanced, Proficient, Basic, Below Basic, Far Below Basic.
- Students who score Proficient and Advanced are generally performing at and above grade-level.
- Students who score Basic, Below Basic and Far-Below Basic are generally achieving below grade level.

How do teachers use CST data to help students?
- Teachers can identify students who need intervention and support.
- Teachers can also look at individual student performance to identify areas of strength and weakness such as writing versus reading comprehension in English Language Arts.

---

*The standards are a written description of what students should know and be able to do in a particular content or subject area.*
Things you can do!

- Know your child’s performance on the CST. If your child took the CST and you have not received a STAR Student Report, update your address at the district EPC office.
- Review CST performance with your child’s teacher or counselor. Ask them to print a Student Profile Report from DataDirector so you can review your child’s year to year progress.
- Ask your child’s teacher(s) to explain grade level expectations. Ask what support or enrichment he or she offers to students performing at or above grade level and what you can do at home to help.

To learn more or view sample questions go to: http://starsamplequestions.org

View sample questions and download helpful parent information on subject and grade level tests. (See examples.)

Example 1: Elementary

**Grade Two: Mathematics**

Question 2 (Proficient Sample)

Andrew had fifteen pennies. He found some more, and now he has thirty-three. Which number sentence could be used to find how many pennies he found?

- $15 + [ ] = 33$
- $[ ] - 33 = 15$
- $15 + 33 = [ ]$
- $[ ] - 15 = 33$

Correct answer: C

Example 2: High School

**Chemistry**

Question 4 (Advanced Sample)

Under the same conditions of pressure and temperature, a liquid differs from a gas because the molecules of the liquid:

A. have no regular arrangement.
B. are in constant motion.
C. have stronger forces of attraction between them.
D. take the shape of the container they are in.

This question assesses understanding of the differences in bond strength in liquids and gases.

Example 3: Middle School

**Grade Six: English–Language Arts**

This reading selection is for the question on the page that follows.

**Spotted Cats**

1. Several members of the cat family have spotted fur. Do you know the difference between a leopard, a jaguar, and a cheetah? From a distance they may appear somewhat similar. Examined at closer range, however, they are clearly different cats. They differ in various ways, including where they live, how big they are, how they move and hunt, and how their fur is marked.

2. Of all the big cats in the wild, the true leopard is found across the largest area. Leopards live in much of Asia and Africa. A leopard grows to be from 3 to 6 feet long, with an added 3 feet of tail. Leopards are skilled climbers that can hunt monkeys in trees. They can also be in wait and pounce on passing prey. When food sources are scarce, they might eat fruit, field mice, and large insects. Leopard spots are not actually solid spots; they are broken circles.

3. The jaguar is native to the Americas. Its natural range is from the southern United States to northern Argentina, with the largest concentration of jaguars being in Brazil and Central America. The beauty and power of the jaguar inspired worship among ancient peoples. It measures between 3 and 6 feet long without the tail, which adds another 1½ to 3½ feet. Possessing a large head and body, the jaguar has legs that are shorter and thicker than a leopard's. Jaguars are excellent climbers and can also swim well. They dine on a variety of land, tree, and water creatures. Their fur can be a vivid yellow color or a mousy shade; their “spots” are called rosettes. Each rosette is large and black, consisting of a middle spot with a circle of spots around it.

4. Most cheetahs live in the wilds of Africa. There are also a few in Iran and northeastern Afghanistan. The cheetah’s head is smaller than the leopard’s, and its body is longer. This cat is built for speed. Its legs are much longer than the leopard’s, allowing it to run at speeds of up to 70 miles per hour! This incredible ability helps the cheetah catch its dinner, which is usually an unfortunate antelope. A cheetah’s spots are simply black spots, not rosettes or circles.

5. Other spotted cats include the smaller ocelot, mainly of Central and South America, and the lynx or bobcat, mainly of North America. What all of these cats have in common is that they are wild, powerful animals of tremendous grace and beauty.