

Student Anxiety Rating Scale (STARS) Score Report

Scott Winget, Psy.D.

Steven G. Feifer, D.Ed.

Parent Form

Child's Name: STARS Case

Gender: Male

Birthdate: 09/03/2013

Age: 13

Ratings Date: 09/06/2026

Rater's Name: John Dean

STARS Description

The STARS is a measure of school-based social anxiety that is designed to assess how student anxiety impacts learning and social-emotional behavior in a K-12 school-based environment. The STARS consists of an overall composite (Total Anxiety Index), two context scales (Performance Anxiety and Acceptance Anxiety) and two symptom scales (Emotional/Physical Distress and Cognitive Distress).

Total Anxiety Index – an overall measure of a child's school-based social anxiety.

Performance Anxiety Scale – anxiety in performance-based academic situations, including evaluation in test-taking, presenting in class, and participating in classroom and group activities.

Acceptance Anxiety Scale – anxiety related to social approval and acceptance from adults and peers, such as fear of rejection or being negatively evaluated by others.

Emotional/Physical Distress Scale – anxiety that reflects heightened activity of the sympathetic nervous system that is experienced as emotional or physical distress.

Cognitive Distress Scale – anxiety that is experienced as negative cognitions, persistent worry, and catastrophic thinking.

Labels and Descriptions for STARS T-Scores

T-Score Range	Label	Description
<60	Within Normal Limits	No notable concerns
60-64	Somewhat Elevated	More than typical level that may be impacting school functioning
65-69	Elevated	High level that is likely impacting school functioning
≥70	Very Elevated	Very high level that has a probable significant impact on school functioning

Validity

Consistency

To assess the validity of the results, ratings on five pairs of highly correlated similar items were evaluated for consistency. Across the five pairs there was a total absolute difference discrepancy of 3.

Relative to the responses of the raters in the standardization sample, a discrepancy of 3 is classified as Valid*. The consistency pairs, responses, and discrepancies are displayed in the table below.

Consistency Item Pair	Response (Score)	Discrepancy
3. Loses appetite prior to giving a presentation in school	Frequently (2)	1
29. Loses appetite prior to taking a test in school	Rarely (1)	
48. Is more withdrawn on the day of a test	Frequently (2)	1
64. Is more withdrawn on the day of a presentation	Rarely (1)	
24. Experiences headaches, nausea, and restlessness before tests in school	Frequently (2)	1
57. Experiences headaches, nausea, and restlessness before school events	Rarely (1)	
43. Becomes irritable when preparing for a presentation	Rarely (1)	0
51. Becomes irritable when studying for a test	Rarely (1)	
31. Does poorly on tests despite studying thoroughly	Rarely (1)	0
45. Has difficulty remembering information when taking a test	Rarely (1)	

*Consistency Classifications

Discrepancy	Classification
≤4	Valid
5-9	Questionable
≥10	Inconsistent

Critical Items

When a child receives ratings of concern on any of these items, the examiner should (1) use caution when interpreting the STARS results and (2) consider the need for additional information.

The STARS critical items with their responses are listed below.

Critical Item	Response
37. Feels safe at school	Rarely
41. Refuses to go to school	Rarely
42. Fears something catastrophic will occur at school	Frequently

Score Summary

The scores in the table below are based on Male norms. Higher scores equal higher levels of anxiety.

Index/Scale	Raw Score	T-Score	Percentile	95% Confidence Interval	Label
Total Anxiety Index	100	69	93	66–72	Elevated
Performance Anxiety Scale	52	64	85	60–68	Somewhat Elevated
Acceptance Anxiety Scale	46	74	98	69–79	Very Elevated
Emotional/Physical Distress Scale	22	68	93	62–74	Elevated
Cognitive Distress Scale	29	70	96	63–77	Very Elevated

Temperament

Temperament characteristics can predispose a child to social anxiety and influence their response to support and interventions. Two temperament traits highly correlated with anxiety are behavioral inhibition and negative affectivity. Since these traits may increase vulnerability to anxiety, the examiner should be mindful when setting goals and selecting interventions. The rater's responses to temperament-related items are displayed below.

Temperament-Related Item	Response
4. Avoids school activities outside the classroom	Rarely
15. Avoids asking a teacher for assistance on a test	Rarely
18. Does not want to eat lunch with other students	Frequently
19. Avoids working in a group	Rarely
26. Resists going to school after an upsetting peer interaction	Frequently
27. Becomes irritable when a teacher gives feedback on his/her schoolwork	Rarely
30. Avoids interacting with peers	Frequently
41. Refuses to go to school	Rarely
43. Becomes irritable when preparing for a presentation	Rarely
48. Is more withdrawn on the day of a test	Frequently
51. Becomes irritable when studying for a test	Rarely

Item Responses by Scale

Performance

Performance Scale Item	Response
2. Has difficulty sleeping the night before a test	Rarely
3. Loses appetite prior to giving a presentation in school	Frequently
4. Avoids school activities outside the classroom	Rarely
5. Is more withdrawn on the day of a school activity outside the classroom	Frequently
6. Requires excessive reassurances about school performance	Rarely
8. Worries that he/she will be called on in class	Rarely
10. Worries he/she will not be included in group activities	Frequently
11. Becomes nervous before any school test	Rarely
15. Avoids asking a teacher for assistance on a test	Rarely
19. Avoids working in a group	Rarely
20. Forgets learned material when taking tests	Frequently
23. Limits his/her overall writing to avoid making a mistake	Rarely
24. Experiences headaches, nausea, and restlessness before tests in school	Frequently
28. Avoids situations in school that require speaking in front of others	Frequently
29. Loses appetite prior to taking a test in school	Rarely
31. Does poorly on tests despite studying thoroughly	Rarely
32. Complains of his/her mind going blank when speaking in front of others in class	Frequently
36. Breathing changes when interacting with adults	Frequently
41. Refuses to go to school	Rarely
43. Becomes irritable when preparing for a presentation	Rarely
44. Worries that he/she will sweat while giving a presentation	Frequently
45. Has difficulty remembering information when taking a test	Rarely
46. Complains about having difficulty breathing before a class presentation	Frequently
48. Is more withdrawn on the day of a test	Frequently
51. Becomes irritable when studying for a test	Rarely
53. Face flushes when interacting with adults at school	Rarely
54. Becomes overly upset with teacher criticism/feedback	Frequently
55. Worries about completing tests within time limits	Rarely
57. Experiences headaches, nausea, and restlessness before school events	Rarely

Performance Scale Item	Response
58. Complains of worrisome thoughts when giving a presentation	Frequently
59. Has unrealistic expectations about his/her school performance	Rarely
61. Intensely fears embarrassment when speaking in front of others	Rarely
62. Would rather fail an assignment than present in front of others in class	Rarely
63. Has difficulty remembering information when giving a presentation	Frequently
64. Is more withdrawn on the day of a presentation	Rarely
65. Becomes nervous/anxious when given feedback on his/her schoolwork	Rarely
66. Does poorly on presentations despite studying thoroughly	Frequently

Acceptance

Acceptance Scale Item	Response
1. Complains a teacher doesn't like him/her	Frequently
7. Says a teacher is mean	Frequently
9. Asks me how to make other students like him/her	Rarely
12. Dismisses teacher feedback	Frequently
13. Is concerned about not fitting in with his/her peers	Rarely
14. Worries that he/she will be teased by his/her peers	Frequently
16. Complains about his/her physical appearance	Frequently
17. Complains a teacher thinks he/she is stupid	Rarely
18. Does not want to eat lunch with other students	Frequently
22. Becomes nervous/anxious when asked about his/her school day	Frequently
25. Worries that he/she will sweat in front of others at school	Rarely
26. Resists going to school after an upsetting peer interaction	Frequently
27. Becomes irritable when a teacher gives feedback on his/her schoolwork	Rarely
30. Avoids interacting with peers	Frequently
33. Breathes more rapidly or holds breath when interacting with peers at school	Rarely
34. Says a teacher is stupid	Frequently
35. Worries other kids will laugh at what he/she eats	Rarely
37. Feels safe at school	Rarely
38. Intensely fears embarrassment when responding to a teacher question	Frequently
39. Worries that peers think he/she is stupid	Rarely
40. Is apprehensive with substitute teachers	Frequently
42. Fears something catastrophic will occur at school	Frequently
47. Prefers taking tests away from peers	Rarely
49. Worries that other students will think he/she smells bad	Rarely
50. Face gets red and flushed when interacting with peers	Frequently
52. Asks me how to make the teacher like him/her	Frequently
56. Becomes irritable when asked about his/her school day	Frequently
60. Worries that he/she will sweat when taking a test	Frequently

Emotional

Emotional Scale Item	Response
2. Has difficulty sleeping the night before a test	Rarely
3. Loses appetite prior to giving a presentation in school	Frequently
11. Becomes nervous before any school test	Rarely
22. Becomes nervous/anxious when asked about his/her school day	Frequently
24. Experiences headaches, nausea, and restlessness before tests in school	Frequently
29. Loses appetite prior to taking a test in school	Rarely
33. Breathes more rapidly or holds breath when interacting with peers at school	Rarely
36. Breathing changes when interacting with adults	Frequently
46. Complains about having difficulty breathing before a class presentation	Frequently
50. Face gets red and flushed when interacting with peers	Frequently
53. Face flushes when interacting with adults at school	Rarely
54. Becomes overly upset with teacher criticism/feedback	Frequently
57. Experiences headaches, nausea, and restlessness before school events	Rarely
61. Intensely fears embarrassment when speaking in front of others	Rarely
65. Becomes nervous/anxious when given feedback on his/her schoolwork	Rarely

Cognitive

Cognitive Scale Item	Response
8. Worries that he/she will be called on in class	Rarely
10. Worries he/she will not be included in group activities	Frequently
13. Is concerned about not fitting in with his/her peers	Rarely
14. Worries that he/she will be teased by his/her peers	Frequently
20. Forgets learned material when taking tests	Frequently
25. Worries that he/she will sweat in front of others at school	Rarely
31. Does poorly on tests despite studying thoroughly	Rarely
32. Complains of his/her mind going blank when speaking in front of others in class	Frequently
35. Worries other kids will laugh at what he/she eats	Rarely
38. Intensely fears embarrassment when responding to a teacher question	Frequently
39. Worries that peers think he/she is stupid	Rarely
42. Fears something catastrophic will occur at school	Frequently
44. Worries that he/she will sweat while giving a presentation	Frequently
45. Has difficulty remembering information when taking a test	Rarely
49. Worries that other students will think he/she smells bad	Rarely
55. Worries about completing tests within time limits	Rarely
58. Complains of worrisome thoughts when giving a presentation	Frequently
60. Worries that he/she will sweat when taking a test	Frequently
63. Has difficulty remembering information when giving a presentation	Frequently