

**GRADES TWO  
and THREE**



## **Standardized Testing and Reporting (STAR) Program**

Information for Parents



Background and Sample Test Questions for  
the California Standards Tests (CSTs)



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### Purpose of this Parent Guide

This guide has sample (released) STAR questions shown in a way to help you better understand your child's STAR results. STAR test results are only one way of showing what your child has learned. Talk with your child's teacher to discuss specific STAR test results and any questions you may have about this guide. A sample STAR report and Guide to Your STAR Student Report can be found at the end of this guide.

## Introduction

Every spring, California students take tests that are a part of the Standardized Testing and Reporting (STAR) Program.

Most students take the California Standards Tests (CSTs), which were developed for California public schools and are aligned to the California content standards. Content standards are statements of what students are expected to know and do and what schools are expected to teach.

Students and their parents receive individual test results showing how the student is meeting the state's academic standards. STAR test results are one way of showing what your student has learned. Teachers and communities learn how schools are doing in getting groups of students to reach these standards. The purpose of this guide is to give parents sample test questions to help you better understand STAR results.

A sample student report and Guide to Your STAR Student Report can be found on pages 32 through 35 of this guide. This report shows which performance level a student achieved in each subject tested. In California, the performance levels are advanced, proficient, basic, below basic, and far below basic, and are shown by the dark green, light green, yellow, orange, and red bars on the student report. **The goal in California is to have all students perform at the proficient or advanced level.**

After you receive your child's report and discuss these test results with your child's teacher, this guide may be used to see the types of questions your child might answer correctly based on his or her performance level. If your child is not performing at the advanced or proficient level, you can then look at the types of questions your child needs to answer correctly to reach the state target of proficient.

Students who take the CSTs are tested in mathematics and English–language arts (grades two through eleven), science (grades five, eight, and nine through eleven), and history–social science (grades eight through eleven). The English–language arts test also includes a writing test for students in grades four and seven. See

<http://www.cde.ca.gov/ta/tg/sr/guidecstwrit08.asp>.

Grade	Math	English– Language Arts	Science	History– Social Science
2	•	•		
3	•	•		
4	•	•		
5	•	•	•	
6	•	•		
7	•	•		
8	•	•	•	•
9	•	•	•	•
10	•	•	•	•
11	•	•	•	•



The tests are kept confidential, but each year the state releases many questions to the public, and these released questions can help take much of the mystery out of the state tests. Students, parents, teachers, school officials, and other interested parties can look through dozens of questions at every grade to understand what students are expected to learn and how they are asked to demonstrate what they know and are able to do.

This parent guide includes a sample of mathematics and English–language arts questions for the CSTs. Each question provides two important pieces of information:

- The correct answer
- The state content standard the question is measuring

To view more test questions, visit [www.cde.ca.gov/ta/tg/sr/css05rtq.asp](http://www.cde.ca.gov/ta/tg/sr/css05rtq.asp). This Web page offers more information about each question and about students' answers.

To see what California students are expected to know at each grade level—the content standards—visit [www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/).

## Purposes for Testing

The results of the STAR Program tests can:

- Provide parents/guardians with one piece of information about the student's performance. Test results should be considered with all other information on the student's progress, such as report cards and parent-teacher conferences, to help parents/guardians understand how well the student knows the subject matter.
- Serve as a tool that helps parents/guardians and teachers work together to improve student learning.
- Help school districts and schools identify strengths and areas that need improvement in their educational programs.
- Allow the public and policymakers to hold public schools accountable for student achievement.
- Provide state and federal policymakers with information to help make program decisions and allocate resources.

## STAR Program Tests

The STAR Program includes four types of tests. Each student is required to take the test that is right for his or her age and individual needs.

- The **California Standards Tests (CSTs)** are for California public schools and are aligned to the state content standards. Students in grades two through eleven take the CSTs for the subjects listed for their grade on page 1. The questions in this guide are CST questions previously used on actual tests.
- The **California Modified Assessment (CMA)** is a grade-level assessment for students with disabilities in California public schools who meet the state criteria.
- The **California Alternate Performance Assessment (CAPA)** is for California public school students who have significant cognitive disabilities and cannot take the CSTs even with accommodations or modifications.
- The **Standards-based Tests in Spanish (STS)** have been developed for Spanish-speaking English learners in California public schools. These tests measure the achievement of state content standards in reading/language arts and mathematics in Spanish.

## Who Takes the STAR Program Tests?

All California public school students in grades two through eleven participate in the STAR Program.

### How Do English Learners Participate in STAR Program Tests?

All English learners, regardless of their primary language, are required to take the STAR Program tests administered in English. California state law requires that all Spanish-speaking English learners take the STS *in addition to the English STAR Program tests* if:

- They have been enrolled in a school in the United States for less than a total of 12 months, **or**
- They receive instruction in Spanish, regardless of how long they have been in school in the United States.

### How Do Students with Disabilities Participate in STAR Program Tests?

Most students with disabilities take the CSTs with all other students under standard conditions. Testing students with disabilities helps ensure that these students are getting the educational services they need to succeed. Some students with disabilities may require testing variations, accommodations, and/or modifications to be able to take tests. These are listed in the Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments, which is available on the California Department of Education (CDE) Web page at [www.cde.ca.gov/ta/tg/sr/](http://www.cde.ca.gov/ta/tg/sr/).

## Statements of Performance on the CSTs

In California, the performance levels used are:

- **Advanced.** This category represents a superior performance. Students demonstrate a comprehensive and complex understanding of the knowledge and skills measured by this assessment, at this grade, in this content area.
- **Proficient.** This category represents a solid performance. Students demonstrate a competent and adequate understanding of the knowledge and skills measured by this assessment, at this grade, in this content area.
- **Basic.** This category represents a limited performance. Students demonstrate a partial and rudimentary understanding of the knowledge and skills measured by this assessment, at this grade, in this content area.
- **Far Below/Below Basic.** This category represents a serious lack of performance. Students demonstrate little or a flawed understanding of the knowledge and skills measured by this assessment, at this grade, in this content area.

**The goal in California is to have all students perform at the proficient or advanced level.**

The grade-level statements of performance explain how well students understand the material being taught, including their academic strengths and weaknesses. This parent guide includes grade-level statements of performance (except for far below basic) for:

- Grade Two English–Language Arts (page 5)
- Grade Two Mathematics (page 12)
- Grade Three English–Language Arts (page 18)
- Grade Three Mathematics (page 26)

Following these descriptions are sample questions for the performance descriptions. The majority of students at that performance level answered the question correctly. For example, “Question 4 (Basic Sample)” indicates that most of the students who achieved an overall “basic” score were able to answer Question 4 correctly. In other words, Question 4 typifies what a student scoring at the Basic level knows and can do.

# Grade Two: English–Language Arts (ELA)

## Typical Grade Two ELA Performance on the CST



### Advanced

Students in grade two at the advanced level read with full understanding a variety of grade-appropriate texts. They understand complex written directions, infer main ideas, understand characterization, and synthesize information from a chart with information in a text. Advanced second-grade students also possess a variety of foundational English language skills, including determining the meaning of multiple-meaning words, dividing words into syllables, spelling, and use of complete sentences. Advanced students also understand the concept of topic sentences and the use of details to develop ideas.

### Proficient

Students in grade two at the proficient level read with understanding a variety of grade-appropriate texts. They determine main ideas, cause-and-effect relationships and purpose in informational texts, and they understand basic aspects of characterization in literary texts. Proficient students demonstrate a good grasp of many foundational English language skills: they recognize the meaning of compound words, understand basic letter-sound correspondences, know common suffixes, and determine the meaning of frequently occurring multiple-meaning words. Proficient second-grade students know common punctuation and capitalization rules and can identify incomplete sentences. They also understand the main focus of a paragraph and can add appropriate details to develop ideas.

### Basic

Students in grade two at the basic level read grade-appropriate texts with some understanding and recognize explicit information, including main ideas and cause and effect, within texts. They recall relevant details explicitly stated in informational text and can identify the setting of a literary text. Students at the basic level show evidence of emerging skills in the English language: they know some common letter-sound correspondences, rhymes, prefixes, abbreviations, and rules for spelling, punctuation, and capitalization. They also may understand the purpose of common reference tools such as atlases and dictionaries.

### Below Basic

Students in grade two at the below basic level may read grade-appropriate texts with some understanding and recognize explicit information, including recalling details or main events. They demonstrate an understanding of simple English language skills, including recognizing common abbreviations, forming regular plurals, and using apostrophes in contractions.

## Standards on Which Grade Two ELA Questions are Based

**Questions 1, 2, 3, and 5 measure Reading Comprehension:** Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

**Question 4 measures Literary Response and Analysis:** Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

## Grade Two: English–Language Arts

*This reading selection is for the questions on the pages that follow.*

### Big Bubbles

We all love bubbles. They float through the air like little glass balls. Bubbles shine and sparkle with colors and light. A bubble is just a puff of air with water around it. Soap makes the water stick together in a round shape.

You can make bubbles with dishwashing soap and a paper cup. You won't make little bubbles as you do with most bubble-blowing wands. The bubbles you can blow with your paper cup bubble-blower will be really big!

*Here's what you will need:*

- A large bowl
- A spoon
- 4 cups of water
- 5 tablespoons of dishwashing soap
- A pair of scissors
- A paper cup



#### **Follow these steps to make and use your bubble-blower:**

1. Fill the bowl with the water.
2. Add the dishwashing soap. Stir the water slowly as you pour the soap into the water. You don't want to make bubbles in the bowl, so be sure to stir gently.
3. Cut a small hole in the bottom of the paper cup. This is the hole that you will blow through. It should be about 1/2-inch across.
4. Dip the top rim of the cup into the soapy water. (This is the edge of the cup from where you usually drink.) Slowly lift the cup out of the bowl. There should be a thin "window" of soapy water filling the open space of the cup.
5. Slowly put your mouth up to the hole in the bottom of the cup. Gently blow air through the hole. A big bubble will rise into the air!

For a party, you can make a paper cup bubble-blower for each friend. Just think of how many bubbles you can make together!



# Grade Two: English–Language Arts

## Question 1 (Advanced Sample)

Which step tells you what you should pour into the water?

- A Step 1
- B Step 2
- C Step 3
- D Step 4

**This question assesses the ability to restate details to clarify written instructions.**

**Correct answer: B**

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**Standard: Comprehension and Analysis of Grade-Level-Appropriate Text**

Restate facts and details in the text to clarify and organize ideas.

---

## Question 2 (Proficient Sample)

Which of these is NOT used to make bubbles?

- A a pair of scissors
- B a paper cup
- C a little glass bowl
- D a large bowl

**This question assesses the ability to use details to clarify written instructions.**

**Correct answer: C**

---

**Standard: Comprehension and Analysis of Grade-Level-Appropriate Text**

Restate facts and details in the text to clarify and organize ideas.

---

# Grade Two: English–Language Arts

## Question 3 (Proficient Sample)

In Step 4, the film of soapy water is called a “window” because it

- A** is made of glass.
- B** has a round shape.
- C** is easy to break.
- D** can be seen through.

**This question assesses understanding of a detail presented in written instructions.**

**Correct answer: D**

---

**Standard: Comprehension and Analysis of Grade-Level-Appropriate Text**

Restate facts and details in the text to clarify and organize ideas.

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## Grade Two: English–Language Arts

*These reading selections are for the question on the page that follows.*

Read these two stories. Think about how these stories are the same and how they are different.

### Story 1: The Drum — A Tale from India

1. Long ago in India, a boy named Sonu and his mother were walking home from the market. Along the way, Mother stopped and picked up a stick. “Here’s a fine stick, Sonu,” she said. “I’m sorry it is not a drum. I know you have been wishing for one.”
2. “Thank you, Mother,” said Sonu, taking the long piece of wood. He knew that she would buy him a drum if she had the money.
3. Soon they met a woman who was trying to start a fire. Her fire would not light. “Here,” said Sonu, handing her the stick. The woman used the stick to start the fire. Then she gave Sonu a *chapati*, a round, flat bread.
4. Next Sonu and his mother met a man and a little girl. The girl was hungry, so Sonu gave her his bread. “Here, take the drum,” said the man. “Someone gave it to my daughter, but she doesn’t need it.”



### Story 2: The Blue Feather — A Tale from Brazil

1. Mia lived by the great Amazon River. One day her mother gave her a pretty blue feather.
2. Mia wanted to show the feather to her friend Nali. She put the feather in her basket and told her mother where she was going. Nali lived nearby in a hut by the river.
3. Walking on a path along the river, Mia saw a red flower. As she bent to pick up the flower, the wind blew the blue feather up into the air! Mia could not catch the feather. She sighed and put the red flower in her basket.
4. Then a yellow butterfly flew in front of Mia. Running to catch the butterfly, Mia dropped her basket. The red flower flew out, and the wind carried it out into the river.
5. Mia sighed and picked up her basket. Looking up, Mia saw the yellow butterfly land on a branch where there was a bluebird. The bluebird flew away, dropping one of its beautiful blue feathers near Mia’s feet!
6. Happily, Mia picked up the feather and hurried to her friend’s house.



# Grade Two: English–Language Arts

## Question 4 (Proficient Sample)

In BOTH stories, a child is

- A lonely.
- B playful.
- C lucky.
- D funny.

**This question assesses the comparison of characters from two different stories.**

**Correct answer: C**

---

**Standard: Narrative Analysis of Grade-Level-Appropriate Text:**

Compare and contrast plots, settings, and characters presented by different authors.

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## Grade Two: English–Language Arts

*This reading selection is for the question below.*

### Dolores Huerta

- 1 Dolores Huerta has worked hard most of her life to help other people. She has helped change things so that farm workers can have a better life.
- 2 Dolores grew up in California. She was a good student and liked school. After she finished high school, she went to college and studied to be a teacher. After she became a teacher, Dolores noticed that many of her students were not getting enough food to eat. Some of them wore very old clothes. Dolores wondered how she could help them.
- 3 Dolores decided to stop teaching so that she could spend more time helping the farm workers and their families. Dolores did not want to quit her job. She liked teaching, but she thought she could help the children more by helping their families. One thing she wanted to do was to get more pay for farm workers so they could buy their children the things they needed.
- 4 Dolores knew that many farm workers move often from one place to another to help pick different kinds of fruits and vegetables, like lettuce and grapes. She began talking and writing about these workers. Even people who lived far from California read what Dolores wrote.
- 5 Getting higher pay for the farm workers was not easy. Dolores worked hard to make sure that farm workers got fair pay for their work. She knew that nothing would change unless people made new laws to help the workers. Through all her hard work, new laws were made that gave farm workers fair pay.
- 6 Dolores Huerta has worked for more than 30 years in many different ways to make life better for working people. She has shown how much one person can change things.

### Question 5 (Basic Sample)

What does Dolores first notice about her students?

- A They are hungry.
- B They are sleepy.
- C They are angry.
- D They are sad.

**This question assesses the ability to recall details from a text.**

**Correct answer: A**

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**Standard: Comprehension and Analysis of Grade-Level-Appropriate Text**

Restate facts and details in the text to clarify and organize ideas.

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# Grade Two: Mathematics

## Typical Grade Two Mathematics Performance on the CST

### Advanced

Students in grade two at the advanced level have a full understanding of addition and subtraction and use these operations to compute multi-digit problems and solve word problems. Advanced students have a foundational understanding of concepts covered in more depth in third grade, including multiplication, place value, fractions, and variables. They understand the properties of rectangles, the basic principles of linear measurement, differences among angles, and combinations of plane figures. Advanced students demonstrate facility with data represented in charts, tallies, and simple graphs. They also can analyze data sets to determine such aspects as the range, the most frequent value, and the difference between the greatest and the least values.

### Proficient

Students in grade two at the proficient level can add and subtract multi-digit numbers. They can identify the place value of digits in a whole number up to 1,000, compare whole numbers and use inequality symbols, and identify the value of combinations of bills and coins. Using models, they demonstrate understanding of a whole divided into fractional parts. Their understanding of the basic principles of algebra includes the ability to identify the numbers sentence needed to solve a one-step word problem. Proficient students know foundational principles of measurement and geometry: they understand properties of rectangles, identify polygons by the number of sides, measure length, convert hours to minutes, and identify right angles. They also can convert a tally chart to a picture graph and use data from a chart to solve problems.

### Basic

Students in grade two at the basic level compute multi-digit addition problems and subtraction problems that do not require regrouping. They compare whole numbers. They use models to demonstrate understanding of fractions as parts of a whole. They understand the concept of number sentences. Students at this level possess a variety of measurement skills, including determining the area of a figure given the size of one square unit, choosing an appropriate tool to measure length, converting hours to minutes, and measuring an object by repeating a nonstandard unit. Students at the basic level have some understanding of the graphical representation of data and can convert a tally chart to a picture graph with a one-to-one correspondence.

### Below Basic

Students in grade two at the below basic level know basic addition and subtraction facts and can usually compute two-digit problems that do not require regrouping. These students have an emerging sense of fractions and may be able to use models to identify how many fractional parts equal a whole and identify a unit fraction as a part of a whole. They may select the correct symbol that will make a simple equation true or compare whole numbers. Their measurement skills include identifying some properties of rectangles, identifying the number of sides of a polygon, measuring length, and reading time to the quarter hour. Students at the below basic level also can interpret data from a picture graph and may identify different representations of the same data, using bar and tally charts.

### Standards on Which Grade Two Mathematics Questions are Based

**Questions 1, 2, 3, 4, and 5 measure Algebra and Functions:** Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

## Grade Two: Mathematics

### Question 1 (Advanced Sample)

Mr. Lee's class collected five hundred three cans for recycling. Ms. Webb's class collected four hundred fifty cans. Which number sentence can be used to find how many more cans Mr. Lee's class collected than Ms. Webb's?

$$405 + 530 =$$

A

$$450 - 503 =$$

C

$$503 + 450 =$$

B

$$503 - 450 =$$

D

This question assesses writing a number sentence to represent a problem situation involving subtraction.

Correct answer: D

---

**Standard:** Relate problem situations to number sentences involving addition and subtraction.

---

## 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?

$$15 + \square = 33$$

A

$$\square - 33 = 15$$

C

$$15 + 33 = \square$$

B

$$\square - 15 = 33$$

D

Correct answer: A

This question assesses writing a number sentence to represent a problem situation involving addition.

---

**Standard:** Relate problem situations to number sentences involving addition and subtraction.

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## Grade Two: Mathematics

### Question 3 (Proficient Sample)

What number goes in the box to make this number sentence true?

$$15 + 8 = \square + 15$$

- |   |   |    |    |
|---|---|----|----|
| 7 | 8 | 15 | 23 |
| A | B | C  | D  |

Correct answer: B

This question assesses using the commutative rule to solve and check results of a problem involving addition.

---

**Standard:** Use the commutative and associative rules to simplify mental calculations and to check results.

---

## Grade Two: Mathematics

### Question 4 (Basic Sample)

Look at the addition problem in the box. Which other problem has the same answer?

$$4 + 2 + 6 = 12$$

$$6 + 5 + 3 = \square$$

A

$$4 + 12 + 6 = \square$$

C

$$12 + 6 + 2 = \square$$

B

$$2 + 4 + 6 = \square$$

D

This question assesses using the commutative rule to solve and check results of a problem involving addition.

Correct answer: D

**Standard:** Use the commutative and associative rules to simplify mental calculations and to check results.

## Grade Two: Mathematics

### Question 5 (Below Basic Sample)

Look at the number sentence in the box. Which of the following has the same value as six plus five?

$$6 + 5 = 11$$

$$6 - 5 = \square$$

A

$$5 \times 6 = \square$$

C

$$5 + 6 = \square$$

B

$$5 - 6 = \square$$

D

This question assesses using the commutative rule to solve and check results of a problem involving addition.

Correct answer: B

**Standard:** Use the commutative and associative rules to simplify mental calculations and to check results.



# Grade Three: English–Language Arts (ELA)

## Typical Grade Three ELA Performance on the CST

### Advanced

Students in grade three at the advanced level can read and fully understand grade-appropriate informational and literary texts. They also can analyze aspects of the text as a whole, such as identifying the genre of the text and making logical predictions based on information within the text. They use text clues to infer the traits of fictional characters. Advanced students have an excellent grasp of foundational English language skills, including knowledge of vocabulary, punctuation, subject-verb agreement, and sentence structure.

### Proficient

Students in grade three at the proficient level read and understand grade-appropriate informational and literary texts. They respond accurately to questions based on literal information in the text; they use text features to locate information; they understand the main events of the plot, and they use text clues to determine character traits. Proficient students also have a good grasp of foundational English language skills, including knowledge of word families, grade-level vocabulary, and common suffixes. They also understand the fundamentals of punctuation and sentence and paragraph structure.

### Basic

Students in grade three at the basic level understand explicit aspects of grade-appropriate informational and literary text. They comprehend written directions and use details from the text to answer literal questions. They can identify the main problem and its solution in basic narrative texts and differentiate between reality and fantasy. Students at the basic level show evidence of emerging language skills: they know simple suffixes, understand many homophones, identify complete sentences, identify compound words, and know a variety of spelling and capitalization rules.

### Below Basic

Students in grade three at the below basic level understand simple grade-appropriate literary and informational texts. They follow explicit written directions, recognize sequential steps, identify explicitly stated main events in a plot, and identify character traits based on clear text clues. They demonstrate a limited set of English language skills. The English language skills of students at this level include identifying rhymes, recognizing some antonyms, using context clues to determine the meaning of common words, using verb tenses correctly, and using simple spelling and capitalization rules.

## Standards on Which Grade Three ELA Questions are Based

**Question 1 measures Reading Comprehension:** Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students continue to make progress toward this goal.

**Questions 2, 3, 4, and 5 measure Word Analysis, Fluency, and Systematic Vocabulary Development:** Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

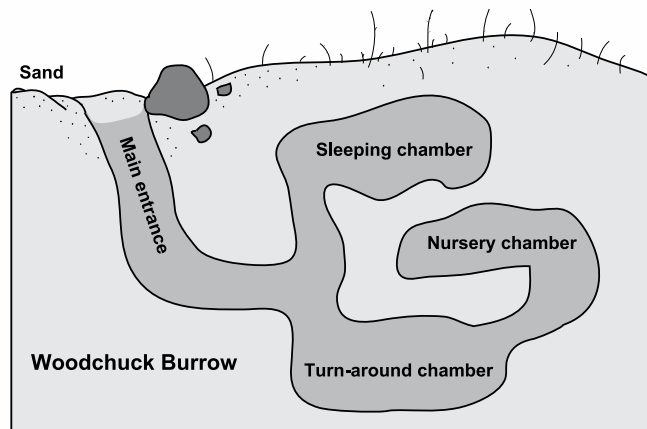
## Grade Three: English–Language Arts

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

### Not Just a Hole in the Ground

*by Elizabeth C. McCarron*

1 The woodchuck sits up on its hind legs, chewing a wild strawberry. Looking around, the chuck freezes when it spies the farmer’s dog. The dog sniffs the air, spots the chuck, and charges toward it. The woodchuck watches the enemy coming closer and closer, then POOF! The chuck disappears from sight, and the dog is left puzzled. The woodchuck has dropped into its burrow to escape.



- 2 A woodchuck burrow is more than just a hole in the ground. It is a complex system of entrances, tunnels, and rooms called chambers. Burrows give woodchucks a place to sleep, raise young, and escape enemies. When a woodchuck hibernates (sleeps through the winter), it makes a simple burrow and plugs the entrance with sand.
- 3 A woodchuck uses its strong claws to dig its own burrow. In soft soil, a woodchuck can dig an entire burrow in one day.
- 4 Each summer burrow usually has several entrances. This lets the woodchuck roam and still have a safe hole nearby in case danger comes along.
- 5 For the main entrance, a chuck may choose the woods at the edge of a meadow. The hole must be hidden from view but close to food.
- 6 The plunge hole is a special burrow entrance. It goes straight down two or more feet. When an enemy comes near, the woodchuck may give a shrill whistle, then drop straight down into the hole. This is how the woodchuck “disappeared” from the dog’s sight!
- 7 Under the ground, tunnels and chambers connect the entrances. There is a sleeping chamber, a turn-around chamber, and a nursery chamber. A woodchuck burrow can even have a bathroom! A woodchuck may bury its waste in a chamber. Sometimes it adds waste to the mound of sand that marks the main entrance. This mound lets other animals know whether or not a burrow is active (being used).

## Grade Three: English–Language Arts

- 8 Many animals look for empty woodchuck burrows. And why not? The burrows are warm in winter, cool in summer, and ready-made. Rabbits use empty burrows to avoid summer heat. They may even pop into an active burrow to escape an enemy. Skunks, weasels, and opossums use empty burrows as woodchucks do—for sleeping, hiding, and raising their young. Foxes may take over active burrows to raise their own young in the warm dens.
- 9 Now you can see that a burrow is more than just a hole in the ground. It’s the perfect place for woodchucks—or other animals—to sleep, hide, and raise young. To a woodchuck, there’s no place like its burrow!

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CSR1P326

### Question 1 (Advanced Sample)

A woodchuck finds a food source above the outer part of its burrow. What is the woodchuck **MOST** likely to do?

- A dig another burrow
- B take over another burrow
- C hibernate for the winter
- D dig another entrance

**This question assesses the ability to make predictions based on information presented in text.**

**Correct answer: D**

---

### Standard: Comprehension and Analysis of Grade-Level-Appropriate Text

Recall major points in the text and make and modify predictions about forthcoming information.

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# Grade Three: English–Language Arts

## Question 2 (Proficient Sample)

The word wise ends in ise. Which one of these letters can be added to ise to form another word?

- A d
- B l
- C r
- D t

**This question assesses knowledge of the –ise family of words.**

**Correct answer: C**

---

### Standard: Decoding and Word Recognition

Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.

---

## Grade Three: English–Language Arts

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

### Cracks in an Old Clay Pot

- 1 Warm, spicy smells filled Abuelita’s house. Serafina took a long, deep breath. How happy she was to be here for dinner tonight!
- 2 Serafina gazed at the treasures on her grandmother’s special table. There were many photographs of past and present family members, some living in the United States and others in Cuba. She liked the small wooden animals made by her grandfather, José, who had learned to carve as a boy in Guatemala. Behind the animals, flames glowed on white candles in glass holders from Spain. Most of all, though, Serafina loved the large clay pot. It was beautiful, painted in many colors.
- 3 “My mother gave it to me, and her mother gave it to her,” Abuelita told Serafina. “Someday I will give it to your mother, and she will pass it on to you.”
- 4 “May I hold it?” asked Serafina.
- 5 “Yes,” said Abuelita, “but please be careful. It is very old.” Abuelita picked up the pot with gentle hands. She gave it to Serafina, then went into the kitchen to prepare the rice.
- 6 Serafina decided to sit on the sofa. She wanted to hold the pot safely in her lap. The sofa was a few feet behind her. Serafina stepped backward. She did not know that her baby brother, Armando, had left his toy truck there. Whoosh! The truck rolled away when Serafina stepped on it. She fell back onto the couch. The clay pot flew out of her hands and up into the air! It landed on the tile floor.
- 7 Serafina could hear the clay crack. She held her hands tightly over her eyes. “No, no!” she cried. She heard Abuelita’s footsteps coming toward her. How could she face her grandmother now?
- 8 “It’s not so bad, Serafina,” Abuelita said. “Come. You can repair the pot.”
- 9 From a kitchen drawer, Abuelita brought a bottle of glue. She unscrewed the lid. Attached to it was a little brush, which she handed to Serafina. “Let me tell you a story about that pot.”
- 10 Carefully, Serafina began gluing the pot back together. Abuelita pointed to another crack in the pot. Serafina had never noticed it before.
- 11 “My grandmother made this crack when she was about your age,” said Abuelita. “She was carrying it back to the village on her head when it fell onto the road. It had been full of water, so she got all wet!”



## Grade Three: English–Language Arts

- 12 She pointed to another crack. “My mother made this one. She was carrying flour to make bread, and she dropped it onto the floor. What a mess she had to clean up!”
- 13 The last crack looked like a branch growing off the one Serafina had just made. “This crack came when I dropped the pot on a big boat that brought us here from Cuba,” said Abuelita, smiling. “So you see? You come from a long line of butter-fingers!”
- 14 Serafina laughed and held up the fixed pot. She could see now how each crack had become part of the colorful design—and part of her family’s story.

### Question 3 (Proficient Sample)

Read this sentence from the story.

There were many photographs of past and present family members, some living in the United States and others in Cuba.

Which of the following words from this sentence could be spelled differently and have a different meaning?

- A there
- B many
- C living
- D others

**This question assesses knowledge of common homophones.**

**Correct answer: A**

---

#### Standard: Vocabulary and Concept Development

Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

---

# Grade Three: English–Language Arts

## Question 4 (Basic Sample)

Read this sentence.

Because her legs felt \_\_\_\_\_, she was afraid she \_\_\_\_\_ fall.

Which pair of words makes the sentence correct?

- A week, might
- B weak, mite
- C week, mite
- D weak, might

**This question assesses knowledge of homophones.**

**Correct answer: D**

---

### Standard: Vocabulary and Concept Development

Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

---

# Grade Three: English–Language Arts

## Question 5 (Below Basic Sample)

Which word is an ANTONYM for slow?

- A noisy
- B dull
- C easy
- D quick

**This question assesses knowledge of antonyms.**

**Correct answer: D**

---

### Standard: Vocabulary and Concept Development

Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

---



# Grade Three: Mathematics

## Typical Grade Three Mathematics Performance on the CST

### Advanced

Students in grade three at the advanced level have an excellent grasp of addition, subtraction, and multiplication of whole numbers and use these operations to solve multi-step word problems. They have a strong understanding of foundational concepts covered in more depth in grade four, including place value, decimals, fractions, comparison of whole numbers, and the relationship between addition and subtraction. Advanced students have learned fundamental concepts of algebra, including identifying the equation involving a variable to solve a word problem and determining the missing number that will make an inequality true. They understand perimeter, area, and volume as well as the properties of triangles. Students at this level also demonstrate an emerging understanding of basic concepts of probability.

### Proficient

Students in grade three at the proficient level have a grasp of operational procedures including addition, subtraction, and multiplication of whole numbers and problems involving money. They can perform operations in the context of simple, one-step word problems. They have a strong understanding of whole number place value, can compare and order whole numbers, and can add simple fractions with common denominators. Proficient students demonstrate understanding of simple algebraic concepts, including finding the total cost, given unit cost and the number of items, and identifying the missing value to make an equation true. They understand perimeter and find area by counting unit squares. They have a solid grasp of basic principles of geometry, including the properties of quadrilaterals, classification of polygons, and right angles. Students are developing concepts of probability at this level and can identify and read a variety of data representations showing results from probability experiments.

### Basic

Students in grade three at the basic level perform the operations of addition and subtraction with increasing facility and have an emerging grasp of multiplication. They can identify place value in a whole number less than 10,000 and compare and order three-digit numbers from greatest to least. The algebraic concepts demonstrated by students at this level include identifying the missing operation to make an equation true, using the commutative property of multiplication to identify a solution, and identifying the equation to solve a one-step word problem. These students also possess a variety of skills in measurement and geometry, including converting length using metric units, determining the area of a figure given the size of one square unit, and choosing an appropriate tool to measure length. Basic students also may identify different representations of the same data in a probability experiment.

### Below Basic

Students in grade three at the below basic level perform multi-digit addition and subtraction problems and add simple fractions with common denominators. They identify an equivalent expression using the commutative property of multiplication and determine the next number in a linear pattern. Students at this level demonstrate a variety of skills in measurement and geometry, including choosing the appropriate tool to measure time, identifying common three-dimensional objects, calculating the perimeter of a polygon, and estimating relative weight of given objects. Students read tally charts and may possess foundational concepts of probability such as the ability to interpret a data display representing the results of a probability experiment.

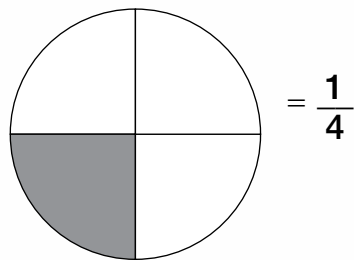
### Standards on Which Grade Three Mathematics Questions are Based

**Questions 1, 2, 3, 4, and 5 measure Number Sense:** Students understand the relationship between whole numbers, simple fractions, and decimals.

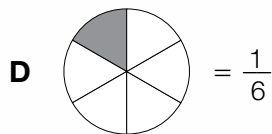
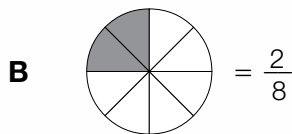
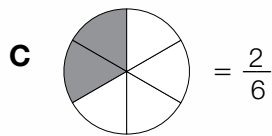
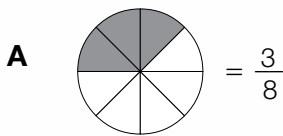
# Grade Three: Mathematics

## Question 1 (Advanced Sample)

The circle shows  $\frac{1}{4}$  shaded.



Which fractional part of a circle is equal to  $\frac{1}{4}$ ?



**This question assesses comparison of fraction models to determine equivalency.**

**Correct answer: B**

**Standard:** Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in the context (e.g.,  $\frac{1}{2}$  of a pizza is the same amount as  $\frac{2}{4}$  of another pizza that is the same size; show that  $\frac{3}{8}$  is larger than  $\frac{1}{4}$ ).

# Grade Three: Mathematics

## Question 2 (Proficient Sample)

Reggie compared the prices of two radios. The table below shows the prices.

Cost of Radios

Brand	Cost
A	\$31.47
B	\$34.71

How much more does Brand B cost than Brand A?

- A \$3.24
- B \$3.26
- C \$3.34
- D \$3.36

**This question assesses subtracting money amounts in decimal notation.**

**Correct answer: A**

---

**Standard:** Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation, and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

---

## Grade Three: Mathematics

### Question 3 (Proficient Sample)

A pie was divided into fifths. Emily ate  $\frac{1}{5}$  of the pie. Tony ate  $\frac{2}{5}$  of the pie. Jenny ate  $\frac{1}{5}$  of the pie. How much of the pie was left?

A  $\frac{4}{5}$

B  $\frac{3}{5}$

C  $\frac{2}{5}$

D  $\frac{1}{5}$

This question assesses adding and subtracting simple fractions.

Correct answer: D

---

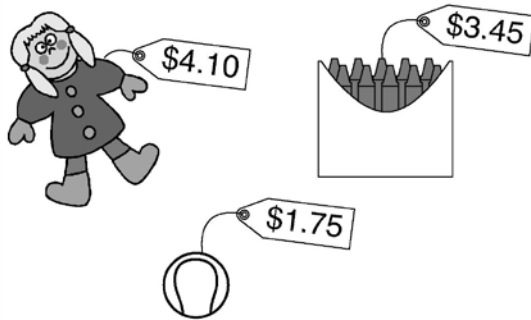
**Standard:** Add and subtract simple fractions (e.g., determine that  $\frac{1}{8} + \frac{3}{8}$  is the same as  $\frac{1}{2}$ ).

---

# Grade Three: Mathematics

## Question 4 (Basic Sample)

Carmen bought these three things.



What was the total cost of these three items?

- A \$9.30
- B \$9.20
- C \$8.30
- D \$8.20

This question assesses adding money amounts in decimal notation.

**Correct answer: A**

---

**Standard:** Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation, and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

---



## Grade Three: Mathematics

### Question 5 (Below Basic Sample)

$$\frac{1}{4} + \frac{2}{4} =$$

A  $\frac{6}{6}$

B  $\frac{2}{6}$

C  $\frac{2}{3}$

D  $\frac{3}{4}$

This question assesses adding simple fractions.

Correct answer: D

---

**Standard:** Add and subtract simple fractions (e.g., determine that  $\frac{1}{8} + \frac{3}{8}$  is the same as  $\frac{1}{2}$ ).

---

# STAR Student Report

U S I N G   A S S E S S M E N T S   T O   H E L P   S T U D E N T S   L E A R N

LOCAL ID #: 9999999999  
 STUDENT #: 000052392      DATE OF BIRTH: 00/00/0000  
 GRADE: 2      TEST DATE: Spring 0000



FOR THE PARENT/GUARDIAN OF:  
**CHILD'S NAME**  
 1237 Main Street  
 City, CA 12345

SCHOOL: California Elementary  
 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.

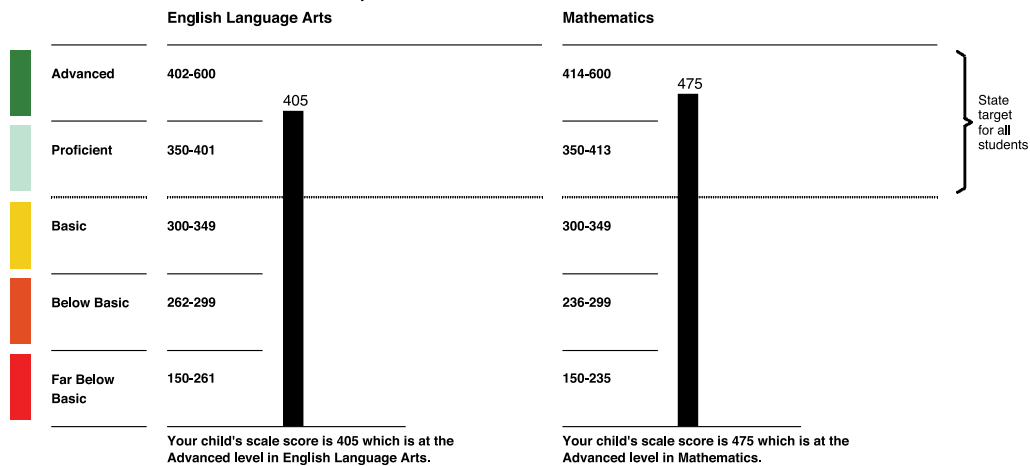
Sincerely,

*Jack O'Connell*  
**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



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at [www.cde.ca.gov/ta/ac/sa](http://www.cde.ca.gov/ta/ac/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.

CHILD'S NAME

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

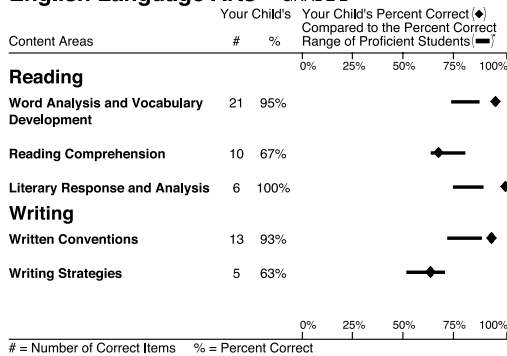
**A NOTE ON USING THIS INFORMATION:** A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work,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

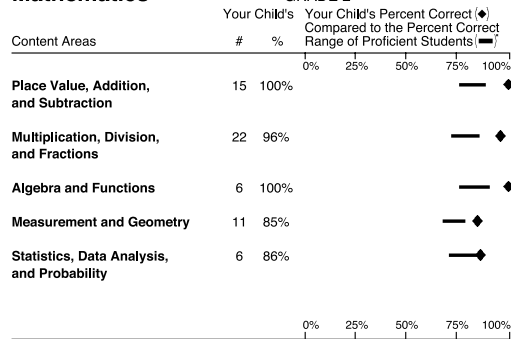
### English Language Arts

GRADE 2



### Mathematics

GRADE 2



#### More about the English-Language Arts Standards

**Word Analysis, Fluency, and Systematic Vocabulary Development:** Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

**Reading Comprehension:** Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

**Literary Response and Analysis:** Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

**Written Conventions:** Students write and speak with a command of standard English conventions appropriate to this grade level.

**Writing Strategies:** Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

#### More about the Mathematics Standards

**Number Sense:** Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000. Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers. Students model and solve simple problems involving multiplication and division. Students understand that fractions and decimals may refer to parts of a set and parts of a whole. Students model and solve problems by representing, adding, and subtracting amounts of money. Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.

**Algebra and Functions:** Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

**Measurement and Geometry:** Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured. Students identify and describe the attributes of common figures in the plane and of common objects in space.

**Statistics, Data Analysis, and Probability:** Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations. Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.

## California Reading List (CRL)

Your child's recommended California Reading List Number is 5.

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

## 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/ta/tg/sr](http://www.cde.ca.gov/ta/tg/sr).



# THE GUIDE TO YOUR STAR STUDENT REPORT CALIFORNIA STANDARDS TESTS

CALIFORNIA DEPARTMENT OF EDUCATION

This guide helps 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**

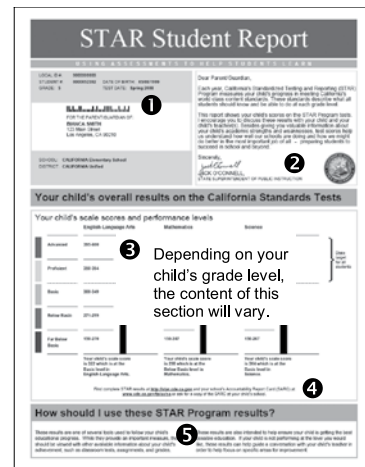
See how your child did on the California Standards Tests (CSTs) by looking at the vertical black bars below each subject heading. The number at the top of each bar is your child's exact score on the test. The colored boxes to the left and the text at the bottom of each black bar provide your child's 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.

English–language arts and mathematics are tested for most students in Grades 2–11. All students in Grades 8 and 11 are tested in history–social science, and some high school students take an end-of-course world history test. All students in Grades 5, 8, and 10 are tested in science and some high school students take end-of-course science tests. 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.

**4 You can use these Web addresses to find complete STAR results (<http://star.cde.ca.gov>) and your school's accountability report card ([www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)). You can also request a copy of the School Accountability Report Card (SARC) at your child's school.**

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

This section suggests other 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 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 2–11 include English–language arts and mathematics. Reports for students in Grades 5, 8, and 10 include science. Reports for students in Grades 8 and 11 include history–social science. Reports for high school students may include results for end-of-course tests in science or world history.

The items on the California Standards Test (CST) 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 level. (If your child did not take any of the tests expected for his/her grade level 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 range of scores for students who scored at the proficient level on the test for that content area.

Below the chart is additional information about your child’s performance on each test.

**8 This section contains one of the following:**

- More information about the English–Language Arts Content Standards and the grade-level Mathematics Content Standards (Grades 2–4, 6 and 7) or Algebra I Standards (Grade 7).
- Content area results in science (Grades 5, 8, and 10), history–social science (Grades 8 and 11), and end-of-course tests.
- Additional resources (Grade 5).

**9 Left: California Reading List (CRL), and: More about the STAR Program or Early Assessment Program (EAP) (for Grade 11)**

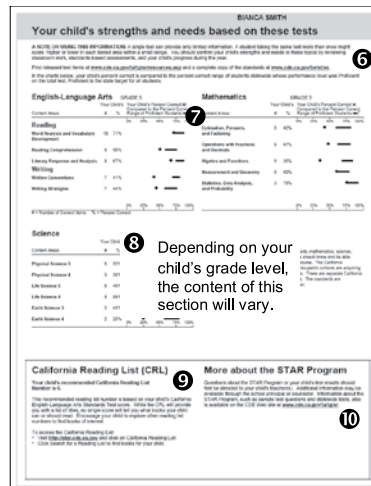
**CRL** — This recommended reading list number is based on your child’s California English–Language Arts Standards Test score. Your child should be able to read titles within the list independently. Of course, no single test will tell you what books your child can or should read—encourage your child 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:

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

**EAP** — If your child is in Grade 11, this section also presents information about the California State University’s Early Assessment Program (EAP) and results for the EAP, if your child took the EAP. Additional information regarding EAP can be found at [www.calstate.edu/eap](http://www.calstate.edu/eap).

**10 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 STAR test results.



## Want to see more questions?

CDE released test questions: [www.cde.ca.gov/ta/tg/sr/css05rtq.asp](http://www.cde.ca.gov/ta/tg/sr/css05rtq.asp)

More samples with information similar to what is found in this parent guide:  
[www.starsamplequestions.org](http://www.starsamplequestions.org)

## Want to see the California content standards?

[www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/)

## Want more information about how students have performed?

<http://star.cde.ca.gov/>